DOCUMENT RESUME

ED 021 365 EC 002 106

REHABILITATION SERVICES FOR EDUCABLE RETARDED STUDENTS. FINAL REPORT

Eugene School District Number 4, Oreg.; Oregon State Dept. of Education, Salem. Div. of Vocational Rehabilitation.

Spons Agency- Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Report No- RD-1498-SD-66-C2
Pub Date 31 Dec 66
Note- 155p.
EDRS Price MF-$0.75 HC-$6.28
Descriptors- DEMONSTRATION PROJECTS, EDUCABLE MENTALLY HANDICAPPED, *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, ON THE JOB TRAINING, PERSONNEL, PROGRAM DESCRIPTIONS, SCHOOL COMMUNITY RELATIONSHIP, SECONDARY SCHOOLS, STUDENT CHARACTERISTICS, STUDENT EMPLOYMENT, *VOCATIONAL EDUCATION, WORK EXPERIENCE PROGRAMS, WORK STUDY PROGRAMS
Identifiers- Oregon

A demonstration program of early rehabilitation services integrated into school programs for educable mentally retarded junior and senior high students is described. Aspects considered are objectives, community and school setting, students involved, school instruction and work experience, personnel, and community relationships. The discussion of the operation of the work experience program covers placements in school settings, development of training positions in the community, work experience in the community, and vocational training expenditures. Information is also given about certification of newly referred students, student mobility in and out of the program, physical development and health (including medical expend tures from grant funds), student mental abilities, social characteristics of and services to students' families, and the followup program (the service plan and student employment patterns). Implications, applications, conclusions, and recommendations are presented. The appendix includes 24 tables, profiles, and discussions of such materials as state and federal regulations for training programs, characteristics of students at various levels, physical and health profiles, and family profiles. Thirteen charts and several graphs provide descriptive data. (BW)

FINAL REPORT

REHABILITATION SERVICES

FOR

EDUCABLE RETARDED STUDENTS

Eugene School District Number 4J
Lane County
Eugene, Oregon

State of Oregon
Division of Vocational Rehabilitation
Department of Education
Salem, Oregon

December 31, 1966

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT

A Study and Demonstration of Rehabilitation Services that can be provided for educable retarded students through special occupational training.

This investigation was supported, in part, by a selected demonstration grant, project number RD-1498-SD-66-C2, from the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D.C. 20201.

December 31, 1966

EC 002 106

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FOREWORD

The selected demonstration grant for the partial support of a work experience program serving the high school age mentally retarded youth in the Eugene public schools has made it possible to accomplish an educational goal not usually attained in the regular program. This segment of our student population, the mentally retarded, requires special experiences and resources that are appropriate to the growth of these young people during their school years. After graduation, these students usually have more difficulty in finding employment than students of average or better academic ability. Again, they need assistance if a high percentage of them are to become self-supporting. In most areas the public high schools are not expected to provide employment for last year's graduates. Other agencies, such as Employment Services, have attempted to assist but they find it very difficult and time consuming to serve these young job seekers.

From the very beginning of the selected demonstration grant the Division of Vocational Rehabilitation and the Eugene School District have been equal partners in carrying out this three year project. The demonstration grant terminated on December 31, 1966 but the partnership remains intact, so that Vocational Rehabilitation and the Eugene School District can continue the same policies and services for retarded youth. This selected demonstration grant has provided a special type of educational and rehabilitation services whereby information on costs of such a program, and methods of providing specific educational and rehabilitation techniques are made available in secondary schools. The extent to which the project has demonstrated the value of this approach, can be incorporated into the developing picture of school-community preparation for enabling mentally retarded students to become independent participants in their society.

Some observations on the program thus far are as follows:

The secondary school students were certified for special classes for the mentally retarded by the Oregon State Department of Education and the Department of Vocational Rehabilitation.

The curriculum has provided retarded students the best possible balanced program to equip them for effective social and occupational participation in the adult world. Work experience has been the core of the curriculum with

reading, arithmetic, spelling and other academic studies built around the work activities.

Mentally retarded students who have grown up in families supported by Welfare Agencies seemed to be most eager to be certified for special classes and Vocational Rehabilitation so that they could learn good habits and become self-sufficient in their homes and communities as well as in work experience. These new citizens disliked being dependent and we learned that they were as industrious as their peers in the world of work. Programs of this sort must make it possible for the retarded to earn their own way. Otherwise they may need to be cared for by Public Agencies or Institutions that are very costly to our society.

Even more important, are the status satisfactions acquired through relationships with other workers to the end that a new self-image can help them to feel wanted and important. Work is not the only way of using their skills. They must find many types of activities, such as recreation, beautifying home and environment, taking part in government, religion and many other community relations reaching toward satisfactory citizenship.

In this project the support of administrators, teachers, counselors, University of Oregon personnel, employers and numerous agencies as well as a blend of cooperative efforts have yielded some very satisfactory results.

Eugene, Oregon
December, 1966

Millard Z. Pond
Superintendent of Schools

PREFACE

Children who are handicapped by a limited capacity for academic learning and achievement have always had a difficult time in a public school classroom. The disparity between the levels of achievement commonly expected and the students' actual performances has been intensified through the years with the increased emphasis on academic excellence. Schools have adjusted their course work and requirements in response to the public mandate to provide a growing number of students with a solid academic foundation for post graduate, highly technical vocational training and for successful college functioning. The slow learner and those students who did not have the innate ability to compete successfully, adjusted themselves by either becoming "invisible" in the classroom and gratefully accepted social promotions year after year, or they acted out their resentments and soon found themselves out of the school community.

Concerned educators, supported by vitally interested parents, began to address themselves to the problem of developing a school program that would make it possible for non-academic students to remain in school rather than allowing them to feed into the stagnant pool of young people who were ill-prepared for adult responsibilities and who were creating a disproportionate number of social problems. School administrators found that a body of knowledge about mental retardation had been growing through the efforts of many different scientific disciplines and through the efforts of pioneer voluntary groups who sponsored research, conducted surveys, and strove for public understanding and appreciation of the extent of the problem. The vast resources of the federal government began to be mobilized through the inclusion of the problem of mental retardation as a concern of national leaders at the White House Conferences on Children and Youth, and later, through the provision of specific services outlined in a national legislative program.

A time of readiness had arrived almost simultaneously in schools around the nation with the confluence of scientific facts about mental retardation, recognition of the need to develop a new educational plan for this group of students, and the national need to use all of the human resources available, not only because of the humanitarian concern for the individual, but also, because a democracy needed the productivity and contribution from all of its citizens.

The program developed through the Eugene project was one effort to improve the education and competence of educable retarded youth. The plan was unique because of the close intermeshing of the public schools and the Division of Vocational Rehabilitation services. The project was originated by school district personnel and approved by the School Board

because it was in harmony with the aims and objectives of the School Board's philosophy of education which included a belief in: (1) the development of attitudes and habits for the adjustment of the individual to society, (2) the recognition of the personal worth of every individual, and (3) the development of individual skills and attitudes leading to economic understanding and achievement.

The project could not have been conducted so successfully without the dedication and talents of the professional staff and the support of the school administration and the Office of the Division of Vocational Rehabilitation in Eugene. Special acknowledgement should be made, however, to our Lay Advisory Committee who met with us each month for three years and whose individual members lent not only their time, but their support, encouragement, and community know-how. Many other community volunteers served staff and students in many capacities including direct help in the classrooms, as recreation and physical education instructors, and most important of all, as employers for our student placements.

A mutually helpful relationship has existed between the project staff and the faculty and students of the University of Oregon. Faculty members have served as consultants and as members of our Lay Advisory Committee; staff members of the School of Education helped to plan our Outdoor Education Camping Program, and they assisted in the recruitment of student volunteers. Student practice teachers in music, art, speech correction, and recreation have been made available to our teaching staff. Project personnel met with University seminar classes to discuss our work, and staff members supervised field placements for university student trainees so that the student could have a practical learning experience in the areas of special education and vocational rehabilitation.

In a very practical way, this project has integrated vocational services, public schools, and the community. It has documented the fact that resources commonly available in a community can be used in a concerted, coordinated effort to develop an effective educational program for this group of students.

HIGHLIGHTS

The grant project concerned itself with the task of integrating vocational rehabilitation services into the secondary level of the special education program that had been established in the Eugene School District Number Four. The working plan that developed established a change in curriculum emphasis whereby the work experience of the students became the focal point and the students' other school activities were geared to enhance and implement the training goals. The objectives in the education of these mentally retarded students was to make them competent in all areas of adult functioning but with particular emphasis on helping them to make a good vocational adjustment. Project staff and special education teachers were concerned with three large areas of activities: (1) developing a curriculum that would blend the work experience and classroom work, (2) developing a working plan and a division of labor so that professional skills could be used appropriately in conjunction with others, and (3) direct work with students and their families including teaching, counseling, and vocational guidance.

We found that professional staff employed in these programs must be team oriented and highly flexible in their ways of work in order for the student to receive maximum benefit from the coordinated services. Our experiences showed that this team approach and close integration of services was possible and administratively feasible.

The work experience program which used the entire community as a teaching instrument was a departure from traditional teaching methods. It involved the student in the educational process in a much more complete way than if the aim were merely imparting knowledge. Because of this, it was necessary to understand the student as he was influenced by his total environment; the student could not be worked with in isolation from his family. A good sound working relationship between the parents and professional staff was essential to the success of this type of a program.

The work of the project revealed that young retarded students had a good work potential and that they could learn to be competitive workers if they were placed in the right job. This required a thorough diagnostic evaluation of the student which could be tested by actual daily experiences with him as he functioned in the classroom and on the job. Since retarded youth in special education classes varied greatly in their abilities and potentials, more sophisticated diagnostic tools were needed to correctly evaluate these young people who were changing and growing and who were highly influenced by their daily activities and by

the people in their environment.

Staff personnel who worked in this program needed to have very small caseload responsibilities in order to be able to give the type of services that were needed. Many students had a tendency to be passive in the face of new situations; at times, they needed much encouragement and support to function adequately, and they needed direct instruction in the solution of many common problems.

Perhaps the most important single finding of our project as it applied to the field of vocational rehabilitation was that we found that it was productive to offer vocational rehabilitation services to retarded persons while they were still young and in their formative years. Our students showed that exposure to a work experience program could lead to increased employability and independent functioning. The problem of the unproductive retarded adult was largely preventable.

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CHAPTER I

INTRODUCTION

Early Services For Educable Retarded Persons

Development of Special Classes in the Public Schools

The Eugene Schools have made their academic course offerings available at different levels of achievement to meet the requirements of the college bound, the average student, and the student with some academic deficits. It has only been within the last few years, however, that the school district has developed a specific educational plan for the student who could not function profitably, even at the slowest rate, in the regular classroom. It was recognized that the teachers of these slower basic courses had to depend on group instruction, and the students' learning still stressed the capacity to grasp meaning from the oral and the written word. As a first step in meeting the needs of the non-achievers, teachers were asked to refer students for psychometric testing to determine how many of these students were failing in school due to limited ability and capacity for academic work. The identification of the students with learning problems due to mental retardation rather than to low motivation, emotional disturbance, poor attendance, and physical handicaps, outlined to school administrators the extent of the problem and the number of students in the system who were not adequately and appropriately educated.

The parents of retarded children have traditionally, through individual efforts and through their parents' groups, been at the forefront of efforts to provide better services for their children so that their special needs would be considered. These parents quickly allied themselves with the school's efforts to develop a new plan. When special education classes became available in Eugene in September, 1957, with the establishment of one elementary and one secondary class, the parents were some of the most enthusiastic supporters of the plan to have segregated classes to provide individual instruction geared to the ability level of each student.

The situation in Eugene schools was not unique; other districts had already been experimenting with pilot programs for retarded students. The development of special classes was spotty until state legislation made it mandatory for a district to provide special instruction where twelve or more students were found to be eligible for certification as educable retarded children. This provision to make special education programs mandatory on a state-wide basis did not go into effect until as late as July 1, 1964. The immediate impact of the passage of this law on school districts was the necessity to establish special education programs with a limited amount of experience and trained staff in this specialized area of instruction. In the 1960-1961 school year, only five Oregon school districts had experience with this program on a secondary level.

In Eugene, the number of special education classes has grown in response to the need; over two hundred students are enrolled in this program each year with classes available from the primary level through high school. There are twelve classes in all with six classes in the elementary grades and six classes on a secondary level serving junior high and senior high school students. Frequent waiting lists for admittance to the classes foretells of the need for additional classes in the very near future.

When special education classes were first established in Eugene, the teachers at each level were faced with the challenge of building a program and a curriculum that would advance each student's academic knowledge to the fullest, and also cover areas involving the total life adjustment of the students with the eventual goal of adult competence. The problem of planning a meaningful educational experience was particularly acute at the secondary level since many students had reached their peak in acquiring academic skills and ways had to be found to use the school experience to help students meet the demands that would be made on them as adults. Teachers found that skills could be acquired, attitudes learned, and concrete demonstrations could be used to help non-academic students grow. The main conclusions from these early efforts were as follows:

1. A balanced curriculum on a secondary level must individualize each student and include academic work, training in personal management, and stress vocational guidance and experiences.

2. The students' educational experiences cannot be limited to the classroom.

3. A new and more meaningful partnership needed to be developed between the school and the family.

<u>Vocational Rehabilitation Interest in the Retarded</u>

The Division of Vocational Rehabilitation in Oregon has reflected the background and tradition of this agency on a national level. Although a national program was enacted into law in 1920, it was not until 1942 that rehabilitation services were extended to include the mentally handicapped.

Because of the earlier emphasis on the physically handicapped, and the slowness in the diagnosing and identifying mildly retarded persons, few referrals for service were made or accepted. In more recent years with the increased enlightenment concerning the nature of mental retardation, more and more parents were starting to talk about their retarded children and to seek services outside of institutions. The combined factors of a rehabilitation agency offering service and retarded individuals more freely moving in the community and seeking employment has resulted in a growing number of persons with mental limitations being serviced by vocational counselors.

Just as the schools were finding a need to adjust their educational plan to accomodate the retarded student, the vocational rehabilitation agencies began to examine their resources and services to see how best the retarded client could be served. Too many persons as adults were regarded as "not feasible for employment" due to little or no formal schooling, lack of social skills and personal management, and a total ignorance of the expectations and demands made on an employee in a work situation. Counselors found that few training facilities were available for adults with such a multitude of personal limitations. The most obvious and hopeful solution for dealing with dependent, unproductive retarded clients appeared to be in the area of prevention. Rather than waiting until the client was an adult and confirmed in his problems, it seemed that early contact with the client while he was still involved in a school setting would be the most productive and least expensive way to help him toward independence.

Need for a Cooperative Program Recognized

Discussions between school administrators and vocational rehabilitation personnel on local and state levels revealed the concern and willingness of both agencies to explore the possibilities of developing a plan to integrate vocational rehabilitation services into the secondary level of the public school program for educable retarded students. Experiences of school districts in other states had established that retarded students could function in community work placements, and it was felt that this would be the most fruitful direction to proceed in the use of vocational rehabilitation staff services. A developmental program was desired where a student could progress on a planned basis from level to level toward the eventual goal of competitive employment; for this reason, students on the junior high school level were included in the project plan. With renewed emphasis on competence in the world of work, the work experience was to become the core of the curriculum for each student with the teachers adjusting the classroom work to teach the academics and skills that were related to each assignment.

In order to establish this program, a study and demonstration grant was requested through the Department of Health, Education, and Welfare for a three year period: it was felt that both agencies should have experience with this plan before any permanent alliance between the two agencies was considered. The project plan was approved on a yearly basis for a maximum period of three years and with an estimated request for $100,000 of federal

money to supplement funds the school district would normally spend to implement the special education program.

A number of favorable factors helped to bring this demonstration grant into existence and contributed to its success; these factors were as follows:

1. The public schools and the vocational rehabilitation agency both recognized a common interest in training and educating the retarded person and both agencies were willing to modify their traditional ways of work to develop a new plan.

2. The personnel needed to implement the project were available in the community and quickly located. The University of Oregon in Eugene is a training center for special education and vocational rehabilitation students; Eugene is also the center for social services in the county.

3. It was recognized that a work experience training program would involve an intimate knowledge of each student's abilities and the grant request included case service funds for the purpose of diagnosis, training expenses, and equipment.

4. Consultation services were readily available from the University of Oregon and from personnel of the State Department of Education.

Purpose and Project Objectives

Primary Objectives

The overall purpose of this study was to develop a comprehensive, coordinated program which integrated vocational rehabilitation services into the secondary public school program. In order to accomplish this end, we needed to develop a plan of work that established a division of responsibilities between staff members, and yet, coordinated their efforts and provided for maximum communication and team planning. The plan that eventually developed will be described in detail in Chapter II.

We wished to test our assumption that junior and senior high school students were at the appropriate age to profit from a work experience program that was geared to involving students in a progressive program ranging from the most elementary generic concepts of work to involvement in competitive paid employment. It was felt that these students were mature enough to accept some form of work responsibility, and yet, they were young enough so that they were still forming work habits and attitudes.

We thought that it would be of value to other school districts if we could demonstrate how a training program could be set up in the public schools since this plan would be readily adaptable in any community with public schools and where vocational rehabilitation services were available. Interest in this plan was anticipated since training was accomplished at a minimum cost through using public school facilities, and thereby, avoiding the duplication of setting up separate facilities that would be more costly and not as readily accessible to the students who needed this specialized training.

General Objectives

Through our project, we hoped to join in the efforts that were being made in our community to improve the climate of understanding and acceptance of retarded persons. Many staff contacts were in this area since the goodwill and acceptance of the program by employers was the key to the success or failure of this community oriented training program. The job finder had the opportunity to discuss mental retardation with many business persons, and he helped counter the stereotypes of the retarded regardless of whether a placement was accomplished or not. It was planned that the most effective reorientation of attitudes toward the mentally retarded would occur by direct relationships between the student trainee and the employer and his fellow workers during a work experience placement when it could be observed that the retarded person was capable and skillful in many areas.

It was desired to have early identification of the retarded by the Division of Vocational Rehabilitation so that services could be offered while the student was still in school, and also, so that the agency would become known to the students in the event that services were needed in later life. A continuation of services was desired so that rehabilitation services could be a bridge between the end of the school experience and paid employment.

Although no formal research design was planned, we expected to compile some information relative to the following questions:

1. What factors should be known about a student to individualize his school and work experiences?

2. How is a student's performance affected by family, health, I.Q., work attitudes, personal characteristics, and personal problems?

3. What is the impact of staff services on improving school and work performance?

4. What student characteristics lead to adult competence and job success?

Educational Objectives

Our goal was the development of a balanced curriculum that was geared to the practical areas in which students must function as adults; there was to be an increased stress on competence in, and preparation for, employment. We planned to try to identify the areas of competence needed by all adults and to explore ways to teach these skills to our students most effectively.

We planned to use the work experience of students as demonstrations of the practical use of academic, social, and vocational skills learned in the classroom. We were interested in knowing whether actual controlled experiences on a job would hasten learning and the acquisition of skills.

An important goal was to individualize the course of study for each student so that his classroom work in special education and in his elective courses were coordinated with the work experience into a meaningful whole.

Vocational Rehabilitation Objectives

We wanted experience in contacts with employers concerning their willingness to make training positions available to students; we were also interested in the reactions to the student from the employer and his employees once the training placement had been made. We felt that this experience would help us to identify what elements were involved in successful and unsuccessful placements.

We believed that this program would shed light on the variety and level of employment in which retarded students could function. We hoped to identify the jobs and the industries that held the greatest potential for training positions and for future employment.

An additional vocational rehabilitation objective was to gain further experience in the evaluation of students in terms of their current level of development, as well as, their eventual work potential. It was anticipated that this evaluation would influence the training plan in the areas of (1) the type of selective placement made, (2) the amount of supervision given during placement, and (3) the student's rate of growth and readiness for the next step.

The Community And School Setting Of The Project

We are including in our report a brief description of the community and school setting of the project to give the reader the pertinent

facts to aid in understanding the type of community and school district which were involved, as well as, the general labor picture at the time of the study.

Regional Characteristics

Lane County is at the lower end of the fertile Willamette Valley of Western Oregon; it is located approximately 110 miles south of Portland which is the only truly metropolitan area in the state. Lane County's population is centered in the Eugene-Springfield area with Eugene having a population of over 72,000 and Springfield with nearly 24,000 people. The population of the county has grown steadily with a five percent increase since 1960 which has put the county population at approximately 198,000 people.

Outside of the metropolitan Eugene-Springfield area, Lane County is rural with much land reserved in federal and privately owned forest lands; of the total county land area of three million acres, two point five million acres is forest land. Because of the choice between the wide expanse of forests and wilderness areas and the magnificent views of the Oregon coast, there is a variety of recreational opportunities enhanced by a well developed system of parks. Lane County has become a tourist center and vacation land for much of the year; this industry has grown to the extent that along with lumbering and agriculture, it has produced much of the employment in the county.

The importance of forest products in the economy of Lane County can be seen by the fact that eighty percent of the county's total exports are forest products and twenty-two percent of all employment in the county is related to this industry. Employment in forest products involves not only hazardous, hard physical work in the woods, but also, the manufacture of wood products in lumber mills, veneer and plywood plants, shingle mills, pulp, paper and fiber products, building prefabricators, etc.

Although agriculture is a major industry in Lane County, it is not a steady source of employment. The number of farms in the county has gradually declined during the last thirty years (in 1960 there were 3,004), and the holdings that remain are largely family-sized farms averaging about 125 acres each. Lane County is the national center for the production of grass seed; grain crops also produce well in the valley. It is a center for fruit and vegetable production with the growing and processing of string beans as the largest cash crop in this type of farming. Many farms specialize in livestock, and they have prospered in dairy, beef cattle, sheep, swine, and poultry enterprises. Employment in agriculture is highly seasonal and related to the harvesting of the crops. Most of the harvesting is done by local labor with a small scattering of migratory workers who stop on their way to and from other places. The local cannery employs 200 persons during the off season and as many as 1,500 during the peak summer months.

The attractiveness of Lane County for tourists has resulted in the

establishment of many facilities and businesses to serve this public. Many service jobs have been created in stores, restaurants, hotels, motels, service stations, etc; this yearly influx of visitors has also led to a rapid development of roads and other forms of transportation, the development of parks, and many other recreational facilities.

The Eugene-Springfield area has the only population concentration in the county; it is one of the fastest growing areas on the West Coast. It serves as a trade and marketing area for approximately 200,000 persons; 140,000 of this number are within a six mile radius of the city center. In 1965, the labor force was broken down as follows:

Total labor force		76,230
Unemployed		3,120
Employed	73,100	
Agriculture		3,100
Non-Agriculture	70,000	
Self-employed, Unpaid Family, Domestics		10,120
Wage and Salaried	59,880	
Manufacturing		19,330
Non-Manufacturing	40,550	
Construction	4,050	
Transportation, Utilities, Communications	3,730	
Trade	11,910	
Finance, Insurance, Real Estate	2,260	
Service and Misc.	7,260	
Governmental	11,340	

The rapid growth of the economy, high construction, and trade activity attracts labor to this area, but the unemployment rate is a low four percent. The importance of the tourist industry is reflected in the high number of persons employed in the service, trade, and transportation work areas; employment in these areas accounts for more than half of the jobs in the non-manufacturing fields. Eugene is the medical, financial, educational, and governmental center of the county. The University of Oregon enrollment is in excess of 12,000 students, and the campus population is a major factor in the economy of Eugene.

The Scope of the Eugene School District

The Eugene School District Number Four serves an area larger than the boundaries of the city. It is a first class district with an

enrollment that has been increasing approximately 1,000 students per year until the 1966-1967 enrollment is in excess of 21,000 pupils. The district has four comprehensive high schools, nine junior high schools, and thirty elementary schools, one of which, is a Children's Hospital School which is jointly sponsored by the Society of Crippled Children and Adults.

The district has always maintained high academic standards with many students preparing themselves for college. The district is strengthening its vocational and technical courses, and with this stronger emphasis, more and more students will be stimulated and prepared to enter the highly technical courses offered at the local Lane Community College. The district has cooperated with the federal project of the Lane County Youth Study Board in setting up experimental classes for potential drop-outs and school aliented youth. There has been a spirit of exploration in finding new ways to teach outside of the traditional classroom. In a very real way, the program developed for the retarded in the district has much application for students whose interests are vocational and technical and who are terminating their formal schooling at the high school level.

The Special Education Department of the district works cooperatively with the school counselors who are assigned in each school. Administratively, these counselors work under the school principals and receive service and guidance from the Counseling and Guidance Coordinator. School nurses are assigned to each building by the District's Health and Physical Education Department. The Special Education staff is made up of teachers who have specialized in working with children with specific learning difficulties; these include the teachers of children who are blind, deaf, and otherwise physically impaired. There are also teachers of the academically handicapped who deal with children who have normal intelligence but who cannot read, the mentally retarded child, and the emotionally maladjusted child. Three school psychologists are on the Special Education staff. Services are given through referral from the schools, and a broad range of problems are identified that interfere with the student's performance in a school setting.

The special project staff was assigned to the Special Education Department, and the staff team included the teachers of the retarded at the secondary level and a psychologist. Often the school counselor and school nurse were included in case conferences along with the building principals since all of these personnel had an impact on the functioning of the retarded student whether he was being dealt with concerning scheduling, health problems, or disciplinary action.

The Scope of the Office of Vocational Rehabilitation

The Division of Vocational Rehabilitation is organized on a state-wide basis under the Department of Education. The regional office in Eugene serves southern Oregon from Eugene to the California border. The division is called upon to give service to specific groups and agencies, such as, (1) clearing disability determination for those who apply under

Social Security, (2) planning retraining of workmen receiving benefits under the Workmen's Compensation laws, (3) assisting draft rejectees in locating and securing medical services and (4) cooperating with the welfare departments in the rehabilitation and training of welfare recipients. The overall responsibility of the division, however, is the serving of all disabled persons who are of working age and who can be assisted in getting and holding a job. In the last few years, more and more stress has been put on discovering ways to help the mentally and emotionally disadvantaged person.

It was in this setting, and with this background, that the project was conceived and implemented.

CHAPTER II

DESCRIPTION OF THE EDUCATIONAL PLAN

Students Included In The Project

Basis of Selection

The study group included only those students who had been identified by school personnel as having learning problems due to mental retardation and who were assigned to special classes after certification by the State Department of Education. The original group of students included thirty-three high school students and forty-five junior high school students. As new students were cleared for certification and admittance to the special classes, they were added to the study group and services were rendered.

The project social worker participated in the screening process of secondary students who were referred for a certification study. These students were in the seventh through twelfth grades and they had never attended special education classes in Oregon although some students had been in special classes in other states. The certification study was geared to compiling information about the student that would have a bearing on his learning difficulties. This included, (1) a review of the student's past school experiences, (such as, the number of schools attended, grades retained, teachers' comments concerning abilities and attitudes, the results of special plans and remedial work, etc.), (2) evaluations of medical and developmental history of the child, as well as, a current physical examination showing health factors that would have a bearing on learning, (4) the results of past and current psychometric testing, and (5) a review of the social, cultural, and psychological factors of the student's family that would affect school performance. This information was reviewed by school personnel and a consensus was reached concerning a recommendation to the parents of the student. If the recommendation was for special class placement, and the parents agreed to this educational plan, then placement in a special class setting was made.

Total Number of Students Included

At the start of the project in January, 1964, there were two high school classes, but a third class was added in September, 1964, and it was possible to have a general grouping by grade level. The junior high school students were in three classes housed in two schools. The lone class had students in the seventh, eighth, and ninth grades; in the school where two classes were housed, some grouping by age and grade were possible.

A detailed study of student mobility in and out of the program will be discussed in Chapter V. In order to give some idea of the number of students reached by the project, however, the following data are offered:

High School Enrollment

	1963-1964 School Year	1964-1965 School Year	1965-1966 School Year	9-66 Enrollment
Post Graduates	-	-	-	2
Seniors	2	12	11	14
Juniors	12	19	15	22
Sophomores	22	22	21	14
Totals	36	53	47	52

Junior High School Enrollment

	46	54	56	52

School and Instructional Aspects of the Program

Guiding Philosophy

Although our students were grouped in special education classes for part of their instruction, a guiding principle was to integrate the students into the regular school program as much as possible. This was done by having the classes housed in a regular high school and by assigning students to as many subjects in the regular curriculum as they were able to handle. On a selective basis, we found that some of our students could profit from typing, wood and metal shop, homemaking, driver's education, arts and crafts, etc. Participation in school activities, sports, rallies,

and clubs were encouraged to help the student to build an identity to the entire school. This identification helped some students who felt a stigma from being in a non-academic vocational program. Students varied greatly in their involvement with others outside of special education classes and this reflected their individual preferences and social needs.

A major tenet of the educational program was to individualize each student's course of study as much as possible. We recognized that each student had different strengths and limitations, learned at a different rate from others, and had different deficits in his educational background. We attempted to tailor the school program to take the student from the point where he was and to help him progress at his own rate. We believed that the retarded child missed out on a great deal of "incidental" learning from his environment, but that these common and ordinary facts could be brought to his attention and learned.

We believed that a high school diploma should be awarded to the students upon completion of their three year program. School credits were given for courses and work experience where a passing grade was earned; students were aware that their efforts and performances were being evaluated and that they were progressing toward a goal that had meaning for them.

Special Requirements

Although a successful special education program can be carried on in an ordinary classroom and with few facilities, our program was greatly enhanced by the proper physical setting that allowed for a variety of activities. In addition to an area suitable for direct instruction from a blackboard, it was also helpful to have a kitchen and living room area for cooking and homemaking projects, and a shop area for work with tools. The setting allowed for small group instruction as well as individual work all occurring at the same time. Because the students were functioning at a variety of academic and skill levels, curriculum materials needed to be varied and at appropriate levels. Transportation requirements for this program were quite extensive with more of the learning occurring away from the high school campus; classes frequently needed extra transportation for swimming, bowling, field trips, and of course, to their work experience placements in the community.

Teaching Techniques

A high rate of student involvement was accomplished by small classes and through the use of activities, discussion, and extensive interaction between the students and the teacher. Students were not passive in the classroom; they took an active part in planning activities, problem solving exercises, and decision making opportunities. Instruction was more meaningful because the teacher could use the students' daily activities and problems to pin-point lessons and to discuss topics that had relevance to

their lives. The teacher could observe students in a number of different settings and situations and they learned how students were applying, or not applying, what had been taught. Learning was heightened since the curriculum included much subject matter with high interest value for the student; many areas were practical and adult-like and helped the students to see themselves in more mature roles. Discussions of jobs, family budgeting, driving a car, insurance, taxes, installment buying, selection of clothing, proper behavior, and the many problems of youth were all pertinent and realistic lessons.

Teacher-Student Relationships

Teachers created an environment in their classrooms where learning could occur and where the student was freed from tensions that had inhibited learning in other situations. Students identified with the need for order, not because it was imposed on them, but because, they saw it as a condition for furthering class activities; group self-discipline was frequently highly developed. Class unity was enhanced because students were together for three years at a time and class turnover involved only the upper and lower grades with the nucleus of the class continuing to pass on attitudes, class traditions, and class pride.

The students' self-concepts were strengthened by experiences with successful performances; teachers were skillful in helping students to recognize greater competence and more mature functioning. Frequently, the relationships between the students and the teachers were one of the most constructive forces in rehabilitation since the student received daily support and encouragement from an interested adult who could function as a counselor as well as a teacher. The teacher had knowledge of many aspects of the student's life environment both in and out of school, so that if problems arose that interferred with the student's functioning, the teacher would know whether help should be offered or with whom to confer in finding a solution. The student-teacher relationship frequently had depth and meaning because students were included in evaluations of their behavior in school and on the job; this enabled communications to be opened in the areas of social development, appearance, acceptable behavior, student motivations and life goals as well as the traditional evaluations of the student's progress in acquiring academic skills.

The High School Course of Study

The high school was geared to a six period day until September, 1966 when an eight period schedule was developed. The first two periods were generally reserved for classes to meet with their teachers at the three grade levels to cover material assigned to that level. Teachers arranged for team teaching in this block of time, and at set times, students were exchanged and grouped by interest for homemaking, shop, or arts and crafts within the special education complex. Since this was the only block of time when all of the students were together, the vocational counselors cooperated with the teachers in discussing work experience

problems and procedures as part of the classroom instruction. All students were enrolled in physical education in the regular school program until September, 1966 when a special adaptive physical education class was formed and lead by one of the special education instructors. The student's work experience was for two or three hours daily depending on whether the student was assigned to any electives. Driver's education was a popular elective and this was also taught by a member of the special education staff.

The following were the areas that were covered with all students during the two periods of the special education block:

1. Reading	Practical applications and subjects
2. English	Communication skills - oral and written
3. Social Studies	Orientation to home - community - nation
4. Vocational Mathematics	Practical applications
5. Workshop - Arts and Crafts	Use of hands, tools - development of appreciation and skills
6. Homemaking	Development of knowledge and skills
7. Mental Health	Understanding of self and emotions Social attitudes and behavior
8. Use of Leisure Time	Participation in activities for appreciation and skills
9. Work Experience	Individual skills and knowledge needed in relation to each student's work experience assignment.

We were fortunate to have money in our grant for curriculum development purposes. During the summer of 1964, the teachers conducted a workshop on curriculum development where they tried to relate the areas to be taught to the needs of their specific students. During the following summer, the teachers were given an orientation to the vocational rehabilitation agency to enhance their understanding of vocational rehabilitation goals, standards, and procedures.

The Junior High School Course of Study

Where there was more than one class in a school, team teaching was the rule with each teacher using his special interests and abilities for classes involving these activities. Boys were frequently taught shop

skills while girls were engaged in homemaking projects. The use of elective courses in the regular school program was not limited at this level since the work experience included in-school placements of only one hour duration daily for ninth grade students. More students were involved in electives in junior high school than was possible for students at the high school level.

Since each class included students in two or three different grade levels, the junior high school classes involved a high degree of individualized programs; students could range from twelve to seventeen years of age and the students were at many different stages of emotional and intellectual development. The subject matter at the junior high school level was much the same as was being taught in the high school, but there was more emphasis on direct academic instruction, room projects, and activities. Students also needed more help in grooming and cleanliness and in other areas of personal management, self-control, and understanding what was acceptable behavior.

Work Experience Aspects of the Program

Guiding Philosophy

In order for work experience to be considered "education", each placement needed to be a planned learning experience for the student and not with the aim of work production. In line with this, no pay was given to the students and motivation was geared to obtaining school credits needed for graduation as was true in the rest of the high school community. Divorcing the program from pay and work production allowed us to be free to choose among a wide variety of jobs that required longer learning periods and training before they could be done competently. We also followed the practice of moving students from job to job frequently since the aim was learning: production, if any, was incidental. Frequent moves offered a more challenging program for the student, employers, and staff, but the end result was that the student learned to handle change and to adjust in new situations. It was felt that the students' experiences in applying for employment would be more difficult for them than actually performing the tasks required once the job was obtained.

We believed that experiences in work settings were valid educational approaches for retarded students since learning could be acquired by observation, direct experiences with the tasks, repetition, and the students' knowledge that the tasks to be performed were purposeful and important to the employers.

Generally, we were interested in giving students a broad picture

of the world of work rather than making placements for the purpose of learning specific skills. During the latter part of the senior year, however, some students who had specific and appropriate work preferences were placed in the hope that enough aptitude and skill would be shown that paid employment in this area would become available at graduation. Many aspects of every day knowledge were not learned automatically or incidentally by the retarded student and the placements helped us to identify the areas where the student needed knowledge and help.

We felt that a successful work experience program was based on selective placements of matching the student to the job, identifying the placement goals, adequate supervision, and evaluations with the students. This process implied having much background and diagnostic information about each student, and in our study, we had sufficient personnel and funds to make this possible.

In order to have an integrated school and work experience program, it was necessary for the classroom teacher to take an active part in job supervision so that the details of the placements were known and the individual learning needs could be met in the classroom. The vocational counselors assisted the teachers in these areas; the benefits of joint thinking and planning strengthened both the classroom work and the work experience program.

Developmental Goals of the Work Experience Program by School Level

Each step in the students' learning was built on the skills and abilities developed at an earlier stage. Although our study concerned secondary level students, we tried to identify some of the areas of competence related to work experience that could be developed at the elementary level and where students could be expected to progress into more difficult and sophisticated discriminations by the time they were finished with the school program. The material on the next page illustrates some areas where progressive learning was possible.

Developmental Goals of Work Experience Program By School Level

Area of Competence	Elementary School Preparation	Junior High School Preparation	High School Work Experience
1. Personal Development	1. self care and management 2. physical health & coordination 3. acceptance of self 4. positive attitudes toward responsibilities and work	1. grooming & dress 2. speech habits 3. manners 4. reliability 5. personal management & self control 6. realistic self-evaluation	1. adult mature behavior: independent functioning, growth in decision making and personal management 2. ability to meet demands of an employer: initiative, increased tolerance 3. increased self-confidence: test abilities in adult-like situations
2. Social Development	1. wide experiences with peers and adults 2. experience with group planning & decision making	1. poise 2. social skills 3. tolerance for others-differences	1. ability to relate to strangers in different social groups - bosses 2. tolerate uncomfortable or hostile situations
3. Academic Achievement	1. growth within abilities 2. intellectual stimulation-enrichment experiences	1. growth within abilities 2. practice in practical application of knowledge	1. growth within abilities 2. broad application to practical situations 3. techniques for compensating for academic deficits: cooking without reading, functioning without time concepts, etc.

Developmental Goals of Work Experience Program By School Level - Continued - 1

Area of Competence	Elementary School Preparation	Junior High School Preparation	High School Work Experience
4. Work Orientation	1. experience with accomplishment: satisfaction of completing a task	1. explore job interests requirements 2. explore local industries field trips	1. competence in mobility-transportation 2. knowledge of service agencies related to employment 3. legal requirements of work and labor laws 4. rights and obligations of employees 5. how to evaluate a job 6. how to locate jobs and apply 7. employer-employee relationships 8. knowledge of employment market
5. Work Experience Participation	1. assignment of room and school duties	In-school placements: 1. nature of work 2. understanding of employer-employee relationship 3. beginnings of evaluations of performance	In-school placements: 1. identify individual problems and work goals 2. identify level of development 3. evaluate readiness for community placement Community Placement 1. student more active in: choice of job, arrangements for jobs, contacts with employers, 2. supervisory visits reduced

Developmental Goals of Work Experience Program By School Level - Continued - 2

Area of Competence	Elementary School Preparation	Junior High School Preparation	High School Work Experience
6. Goals of Work Experience	1. wider experiences 2. increased confidence	1. development of good work habits-attitudes 2. opportunity for student to test areas of interest 3. expose students to a variety of tasks	1. awareness of aptitudes & abilities realistic self-evaluation and acceptance 2. student can select appropriate work areas 3. job finding techniques learned 4. student can find & hold job in line with abilities

Readiness for Paid Employment

While students were still in school during the latter part of their senior year, they were encouraged to develop lists of prospective employers and work release time was arranged so that seniors could apply for jobs. This plan gave students support during a time that they were using their training independently and going through the difficult period of trying to find employment. Students could discuss their problems and reactions to seeking work and learn from each other's experiences. Students could be guided into applying for jobs that were realistic and appropriate. If the student found work that was thought to be commensurate with his abilities, he was excused from school attendance for the remainder of the school year and school credit toward graduation was given for his paid employment. If the student had difficulty on his job, project personnel were available to supervise and work out problems in an effort to help the student be successful.

Each senior who was still unemployed at graduation was assigned to a vocational counselor for follow-up services and efforts were continued to help the student find a job or engage in further training. Some students were evaluated early in their senior year as not progressing rapidly enough to engage in competitive employment, and where further schooling was thought to be profitable, a recommendation was made that the student return to school as a post graduate student. We tried to develop training plans that were flexible and which could be adjusted to each student's level of development.

Personnel Used to Implement the Program

Responsibilities Assigned and Job Descriptions

Special Education Teachers

School-Oriented Responsibilities

1. Direct classroom instruction
2. Develop individualized curriculum for each student
3. Evaluate students' performances and give grades
4. Carry out building responsibilities and make class intrinsic part of building where located

5. Orient students to building; build identity to school

6. Confer with parents concerning school activities, school adjustment, behavior, grades

7. Maintain attendance records; offer counseling regarding problems

8. Relate work experience to classroom work

Work Experience Responsibilities

1. Develop in-school work placements:
   Place, supervise, and evaluate students
   Inform building administration of placements
   Consult with the vocational counselors as needed

2. Determine student readiness for community placement

3. Cooperate with the counselor in selecting appropriate placements

4. Take the major role in supervising community placements - assign grades for work experience

Vocational Counselor and Job Finder

Job-Finding Activities

1. Survey employment picture - locate areas of potential employment

2. Take lead in interpreting program to business community

3. Contact prospective employers regarding placements for students - assess interest and suitability for placements

4. Liaison between program and labor unions, Bureau of Labor, etc.

Vocational Guidance Responsibilities

1. Direct vocational services to unemployed graduates and school dropouts

Work Training Vocational Counselor

1. Make selective placements of students on community jobs after consultation with teachers

2. Compile job analysis data to match student to job

3. Develop a plan of supervision with the teachers

4. Continue to interpret to employers the purpose of placement - goals - reasons for movement

5. Offer counseling to students regarding work adjustment problems

6. Continual evaluation and planning of students' work experience program

7. Participate in class discussions about job oriented problems with teacher - help teachers plan curriculum to correct deficits

8. Offer vocational counseling to aid students make appropriate job selections

9. Clear DVR eligibility and make resources and services of the agency available

10. Administrative duties - as assigned

Social Worker

School Related Responsibilities

1. Screen students for special class placement

2. Give services regarding attendance problems

3. Consult with school personnel regarding students

Services to Students

1. Compile pertinent background information needed by staff to make an appropriate educational and work experience plan

2. Obtain current medical and psychological examinations - arrange for treatment where needed

3. Offer personal counseling where appropriate

Services to Families

1. Contact parents to inform them of project goals - enlist their support and help

2. Offer service to families who have problems which affect family stability and the student's use of the program

Link with the Community

1. Work with social agencies involved with students

2. Use community groups and resources to enrich program

Administrative duties - as assigned

Staff Coordination and Communication

The chief vehicle for decision making and planning concerning each student was the case staffing held weekly. Staff members shared observations, information, and experiences with the student under discussion and group thinking resulted in a plan or a course of action. If necessary, individual staff members were assigned specific responsibilities for follow-up, counseling, special teaching experiences, or conferences with the family. With a common understanding of a student, a united effort was made to help the student and to present a consistent attitude in line with the agreed upon goals. Generally, teachers were most active in school related problems, the vocational counselors in work adjustment problems, and the social worker in family or out of school problems.

Special education students were under the jurisdiction of building principals as were other students; there were the same expectations of acceptable behavior and the ability to live within the school community. Since students consulted with the school nurse, counselors, and principals, etc. these staff members were involved in staffing sessions and in individual conferences when this was appropriate.

Community Relationships

A strong bond with the community was essential if our program was to accomplish its purposes since the community itself was our chief training resource. Our organizational plan provided for the formation of a Lay Advisory Committee to work with the professional staff. This group of from fifteen to eighteen members was organized in February, 1964 and regular monthly meetings were held until June, 1966. We were fortunate to be able to interest people who could bring our program close to the community and who could serve as resource persons in various areas. Committee members were made up of persons in the following groups or agencies:

Attorney
Personnel Manager
Union Representative
Physician
Psychiatrist
Minister
Employer
School Nurse

College Professor
Social Worker
PTA Leaders
Junior Service League
Lane County Association
for Retarded Children
Oregon Employment Service
Director, Secondary Education
Guidance Coordinator
Parents of Retarded Children
Homemakers Guild
League of Women Voters
Junior Chamber of Commerce

The Advisory Committee served as a valuable link to the community; their detailed knowledge of our program allowed them to interpret the project to many individuals and groups with whom they were associated. A Speakers Bureau was formed and individual members met requests for speakers from community organizations. Committee members participated in the annual Employers' Appreciation Night sponsored by the high school students and they lent support and encouragement to these efforts. The program was also aided by specific help in making a camping site available for our outdoor education program and for providing facilities to aid students in fund raising projects.

Advisory Committee members sponsored a project to survey employers' reactions to the work experience program, and the employers' experiences with staff and student trainees. A report of the Advisory Committee which includes these findings is included in Appendix Number Twenty-four of this paper.

Many benefits arose from the close association between the project and the various departments of the University of Oregon. Students from the University worked directly with our junior high school and senior high school students in the classroom as practice teachers in the fields of special education, music, art, and speech correction. Other official placements involved field placements of graduate students majoring in vocational rehabilitation who were assigned to staff members as trainees. These placements were usually for a school term or longer so that the trainee received practical experience by assuming definite responsibilities in working with students.

Some University students learned of our program through the local YMCA. They volunteered time as teachers' aides and helped with special projects simply because they were interested in our students, and they wanted to make their skills available. It was through this type of dedicated help that the junior high school physical education program has been carried on for three years and swimming instruction has been offered to our students. A University student has not only organized the physical education program in one of the junior high schools, but she has also raised funds for the swimming program, rented a pool, recruited volunteer instructors, and maintained the swim program under Red Cross standards. It has largely been through the time volunteered by University students that our outdoor education program has been staffed and extended to a four day program.

Project staff have been invited to speak to University classes about our experiences and methods of operation. Professors in the School of Education have reviewed some of our data compiled on our students and they have offered helpful suggestions. The University also offered specific services used by our students. The DeBusk Center aided in diagnosis and evaluation of learning problems, the Speech Clinic offered therapy, and the Psychological Clinic was available to help students and adults with a variety of problems.

We were fortunate to have community resources available to aid youth to find employment after school and during the summer months. The State Employment Service maintained a Youth Employment Service where young people and employers were brought together on a county-wide basis. The Employment Service provided information and screening for youth who were interested in the Job Corps as well as special training programs offered at the Community College. Through special arrangements, the Employment Service provided aptitude testing for all of our high school students; General Aptitude Test Battery scores were available to us and aided in the selection of work placements. The Neighborhood Youth Corps provided paid work for after school hours. During the summer of 1966, a special program to provide employment to handicapped students over sixteen years of age was initiated and our high school students participated at a very high level. They not only received a salary for work performed, but they received additional practical work experience under supervision. Our community also has a youth training center under the sponsorship of the Lane County Youth Study Board which provided counseling, work placements, and guidance for out of school youth. In many ways, the community was becoming more and more attuned to helping youth become productive by helping them in their first efforts to enter the world of work.

Since Eugene is the center for social services in the county, many agencies are available. Our students and their families received services from the local Welfare Office, Juvenile Department, Family Service Agencies, Health Department, Hearing and Speech Clinic, and the Social Security Office. Personnel of these agencies were informed of our contacts with students and cooperative working agreements for service were formulated. There were also contacts with the Red Cross through the swim program and the YMCA and the YWCA through their recreational programs and special camping sessions during the summer. Extensive contact was maintained with the Community Volunteer Office in locating volunteers to aid in various aspects of the school program. The community also provided two sheltered workshops where our students could be placed for work experience, training, and evaluations.

The State Department of Education helped to develop general guidelines for a work experience program and these guides were followed. Workshops were arranged on a local level for personnel in the various districts who were working in this field in an effort to have the programs that were developing in the state have some general uniformity and to set high standards for the work experience programs. As new aspects

of the program were considered, the State Department of Education personnel were available for consultation and revision of the standards of an acceptable plan.

Efforts were made to correspond with other projects engaged in rehabilitation services to retarded students. Information was exchanged by letter and personal visits to nearby projects in Oregon and Washington. Much valuable prospective and insight was gained by staff through these exchanges. Project personnel maintained involvement in related community groups; these included participation in: (1) the Community Health Council Survey, (2) planning for the Oregon Association for Retarded Children Convention in 1965, (3) the Governor's Committee on Educational Aspects of Vocational Rehabilitation Services, (4) presentation of a paper at the Council for Exceptional Children in April, 1965, (5) board membership in the Lane County Association for Retarded Children, (6) meetings of the Oregon Social Welfare Association, and (7) a workshop on mental retardation held at the Devereux Schools in Devon, Pennsylvania.

CHAPTER III

OPERATION OF THE WORK EXPERIENCE PROGRAM

Work Experience Placements in School Settings

Our students' first experiences with supervised work assignments were usually at the ninth grade level when a position in the school was made available for one hour of each school day. Students continued in this protected work environment at the sophomore level in high school, but the hours of work were lengthened to between two and three hours daily. In-school assignments were also given to new upper-level students who transferred into our program and whose work skills needed to be evaluated.

We found that in-school placements were the correct level of functioning for younger students since we had maximum flexibility in constructing the job to meet the growth needs of the student. Younger students were working in familiar settings among people whom they knew and trusted. Short term jobs could be assigned to selected students with little work tolerance and who needed immediate goals and success. There was high flexibility, in addition, in adapting tasks to students with low ability levels as well as those with high abilities. Since the direct supervision of the student was done by other school employees, that is, by cooks, custodians, school nurses, and teachers in other departments, it was possible to select from a variety of jobs where the personality of the supervisor was known, and this factor could also be matched to the student's current level of functioning.

We were not entirely successful in meeting the problem of adequate supervision of work experience placements on the junior high school level. Teachers needed to rely on short breaks, combining classes, use of practice time to consult with the students' supervisors and to work out problems. This situation was relieved to some extent by having the vocational counselor available to the teacher for consultation and to talk with students about their work assignments. High school teachers were more fortunate in that their schedules were developed so that they were assigned time out of the classroom to supervise placements.

The existing program for in-school work at the junior high school level was modified when the project was started. Younger students on the seventh and eighth grade levels were relieved of work assignments and the time for work was limited to one hour on a planned basis. The vocational counselor was able to help by developing training positions in different areas of the school, thereby, offering more variety and choice to the teacher and the student. Nonprofessional school employees were helped to understand the aims of the work experience program; they became more willing to lose "good" workers and to attempt to help those who were immature, those who displayed poor work habits, and those who had a less than desirable appearance.

Through participation in this early work experience program, we found that special class students attained greater integration with the entire school. Other students observed our trainees doing meaningful, useful work in a capable fashion where they gained a measure of respect. School employees had special relationships with our students through acting as supervisors, and they grew to respect their work abilities and the conscientiousness with which they performed their tasks. The work assignments helped ninth grade students to identify with the high school program as they recognized this as a stage of development in a larger program in which they would advance. The need to identify with more adult-like activities seemed particularly acute for ninth grade junior high school boys and helping them to see themselves functioning in high school seemed to relieve some of the pressure they were under to establish themselves as young men. The in-school placements gave students practice in objective self-evaluation as they grew in their abilities to accept criticism and work toward specific goals for better functioning. Observations of the student in actual experiences in work also helped the teacher to identify academic deficits and poor habits so that direct aid could be given prior to the student's attempting a more challenging work experience assignment in a community setting.

Students were moved approximately every nine weeks on their work assignments. Selections of placements were made by the teacher with the following goals in mind:

1. Development of good work habits
2. Realistic self-evaluation of the student
3. Improvement in interpersonal relationships
4. Growth of self-confidence and maturity

We found in-school placements in the following areas:

School store	Auditorium clean-up	Custodian helper
Nurse aide	Science lab helper	Art Dept. helper
P.E. assistant	Audio-visual helper	Kitchen helper
Library helper	Office helper	Groundskeeper

Development of Training Positions in the Community

Gaining Community Acceptance

The presentation of our program to the community came at a time when there had been a concerted national educational effort to make information and recent developments in the field of mental retardation known to the general public. News spots on television, national leaders expressing concern about the problem, newspaper coverage about rehabilitation efforts, all combined to create a "time of readiness" when the community was willing to become involved in the problem and to seek ways to find solutions. It was easy to interest local newspapers in the presentation of articles which described our project and our need for training positions. Television stations made time available for interviews and discussions of the project. Specific business and professional groups were reached through staff affiliations and through the activities of the Lay Advisory Committee members.

We found that our program gained some acceptance through word of mouth contacts between employers as they discussed their experiences with individual students. We frequently found that we had very little "selling" of the program to do to interest a new employer since he had already been "sold" by a neighboring businessman or a friendly competitor. One of our most effective ways of increasing employer interest was through our annual Employers' Appreciation Night held each spring. This event was planned and carried out by the students in order to give thanks and recognition to their employers for making training available. Employers have responded warmly to this event and they have enjoyed the certificates of appreciation awarded by their trainees. This event gave employers an opportunity to meet staff, advisory committee members, each other, and to see the scope of the program and confirm their identification with it.

There was no doubt that the business community was more interested in our program because this was a period of high business activity; there was a general feeling of optimism, a willingness to spend time with a trainee, and enough volume of work available to keep a student busy. Since trained, steady employees were hard to find, employers also looked at the program as a possible source of future employees which they sometimes urgently needed.

Locating Prospective Training Positions

The search for a community work placement started with the evaluation of the needs of a specific student for a certain type of work experience. Once the desired job field was established, the problem became one of matching the student's needs to a job that would further his growth. If the student required a placement in a business where new

employers needed to be contacted, this was done in spite of the fact that we had other employers available who desired a trainee, but whose situation would not greatly benefit our student.

The job finder developed leads in locating prospective employers, and he maintained a card file on these possibilities. Leads came from other staff members, advisory committee members, friends, other employers, employment agency counselors, etc. Knowledge of the employment areas in the community was also essential and liberal use was made of the telephone directory in locating groups of employers. In the beginning, it was difficult to make placements in facilities of local governmental units, but with additional interpretation and working through channels, placements developed in libraries, park and recreation areas, maintenance crews, etc.

When the job finder's preliminary inquiries showed that a business might have a placement that was needed, an appointment was arranged with the person responsible for personnel. At this meeting, general information about our program was given and the employer had an opportunity to ask questions and to consider the feasibility of a placement. General information about our students, their levels of development, etc. was shared with the employer; if no immediate decision was made by the employer, educational literature describing the needs of retarded workers was left with the prospective employer. We developed an information sheet about the project which was also given at this time so that the employer could review the information given by the job finder at his leisure. A copy of this form is included in this report as Appendix Number One. A follow-up call revealed whether the employer had any interest in the program at this time or at any time in the future.

During the first preliminary call on an employer, the job finder evaluated the business setting as an appropriate place for a placement. The nature and type of work situations available were considered as well as the general working conditions and safety considerations. The major factor that was considered was the employer and the person who would be responsible for the direct supervision of the student. We sought to understand the employer's motivation in accepting a student trainee and to eliminate these whose interest was to exploit the student. Since students needed different experiences on a job, we evaluated the type of supervision that would be given in this particular work situation; some students required close supervision, warm support, and constant encouragement, while others needed a more neutral impersonal environment that was friendly and supporting, but demanding, and where the student could adjust in a more work-like situation.

If the employer and the job finder mutually agreed that a placement was possible, specific information about our student was given and an agreement was reached concerning the student's duties. Other basic information given at the first contact included a review of the insurance coverage in the event of accident and a general review of the employer's and the school's responsibilities during placement. It was at this point

that the job finder referred the employer to the vocational counselor working with the student and the details of the job interview and placement were worked out. The job finder was given feed-back information about the employer after we had experience with him so that the job finder could verify his impressions and keep informed as to how the placements were working out.

At the start of the project, most students who were juniors and seniors needed community placements. During the first year of the project, forty employer contacts were made which resulted in thirty-two placements. We have used approximately forty -five employers during each school year since the first year. Some employers have had only one trainee while others have had five or six, especially if the business was large, and more than one student was placed at any one time. More employers were involved due to our policy of moving students frequently. Although some employers were hesitant about taking a "retarded" student into their business, once they met the student and assessed his capabilities, fears seemed to vanish. After the employer had had a successful experience with a student, he was more likely to accept a more limited student and be philosophical about any problems that arose. Some purely exploratory calls were made to discuss the program with no specific need to place a student. The job finder found that employers were more reluctant to give their time for this type of contact since they wanted to evaluate their situation in terms of a specific student.

Criteria for Suitability of Businesses for Training Purposes

There were definite limitations and restrictions on the types of placements that were acceptable training positions for our students. The following is a discussion of the essential elements of a satisfactory placement:

1. The training position must have learning possibilities. We wanted work situations where the student was interacting with people as well as manipulating things. We wanted him exposed to the social groups of other employees and to understand what was expected of an employee in regard to work production, sustained effort, and the learning of the skills required to do a particular job. Employers had eliminated some jobs through the use of automation, but interested employers were willing to re-evaluate their business organizations in a new light, and in some cases, new tasks were identified and new openings were created to meet our requests. The level of skill required for a job needed to be compatible to the level of development of the student or the job needed to be modified so that the student could gradually learn the skill required.

2. The training position needed to be located in an area where the student could be transported easily in a short time since the work experience needed to be terminated at the end of the school day. Along these lines, the business activity needed to be carried out at a time that the student was available. Since most school schedules had work

experience in the afternoon only, many jobs with high morning activities were eliminated.

3. Although we tried to give students a variety of placements so that they could choose between several different types of work, we wanted each placement to have relevance to the type of work that the student might have in the future. We also wanted the training in areas that were most likely to be productive of jobs rather than using placements where employment possibilities were slim. We tended to avoid farm types of placements since employment in this area was so spotty and a variety of skills and abilities were usually needed to be successful in this work.

4. The employer or immediate supervisor must have time to work with the trainee, teach him the job, and modify the job demands if necessary until the student can perform the entire task. The employer must be sensitive to the student's fears and he must have a capacity for empathy with the student. Experience has shown that it was this intangible quality of acceptance that was absolutely essential for the successful functioning of our trainees.

5. The business establishment must offer constructive, safe working conditions at all times. The work situation must be safe, pleasant, healthful, and not expose the student to any elements that would be detrimental to him in any way. If employers discussed the placement of the trainee with his employees, they were not resentful or threatened; these fellow workers were a vital force for renewed confidence and support for the trainees as friendships developed.

6. There were many regulations for the protection of minor workers in Oregon. All of our placements needed to be in conformity with these regulations. This involved insurance coverage, state and federal labor laws, and employer agreements with unions which had to be observed.

School District-Employer Agreements

We found it helpful to attempt to formalize our understandings with our employers to avoid confusion and to insure common agreement of each other's role. An attempt to do this is duplicated in this report as Appendix Number Two. We wanted the employer to have some written statement of the general guidelines governing this program and an outline of the agreed upon mutual responsibilities.

In actual practice, certain responsibilities were assumed by project staff and some by employers, as follows:

Responsibilities of DVR-School Personnel:

1. Give employer an honest evaluation of the student including his level of development, problems anticipated, and skills that the student has or can learn. Review the placement goals and area of growth that needed to be encouraged.

2. Continued supervision of placement to (1) determine suitability of placement, (2) solve problems that arose, (3) determine when training goals have been reached.

3. Be available to employers for consultation concerning the student and for continuous interpretation of program aims. Encourage participation in and identification with the program.

Responsibilities of Employers:

1. Determine whether student referred would fit into his business setting.

2. Be willing to consult with school personnel concerning student's performance and problem area.

3. Give the student a realistic work setting and not any special considerations except those usually given to a new worker.

4. Supervise the student's work; teach him the job.

5. Evaluate the student; give an honest appraisal of his efforts; fire the student if behavior warrants this action.

6. Termination of placement; be willing to have student moved when work adjustment goals have been met.

Special Placement Considerations

As school districts moved into this program, the State Department of Education met with officials on a state level concerning labor laws, insurance coverage, labor union policies, etc. General guidelines were made available to local districts outlining acceptable program plans. The standards that were set were reflected in our agreements with employers and already discussed and included in Appendix Number Two. The state standards reflected the specific state and federal regulations concerning the work of trainees in public school programs. The details of these regulations are included as Appendix Number Three. The requirements for industrial accident insurance coverage for our students are given in Appendix Number Four. We were fortunate to have the support and backing of the school administration and the school board concerning additional insurance coverage in the event that the Special Injury Accident Fund could not handle claims due to lack of funds.

We recognized that labor unions had a legitimate interest in our program in that they were concerned with protecting the interests of workers in firms where placements were made to see that workers were not replaced or that their hours of work were not reduced due to the presence of the

trainee. Unions were also concerned that the rights of our trainees were protected and that there was no exploitation of their services. Staff members met with union officials to explain our program and to win their cooperation and support. It was agreed that the unions would be given lists of our student placements each month and that no student would be placed in a union business without first clearing with the union involved. Union officials sometimes made suggestions as to the length of time a student should be assigned to a business firm to learn a particular job so that the student's services did not lead to any substantial production for the employer. In this area, the building up of confidence and goodwill was of utmost importance in order to have the widest possible placement field available.

Since our community was active in efforts to aid youth prepare themselves for employment, there were other agencies who were also placing students for training purposes with local businesses. Personnel from the different agencies met together for consultation, discussion of mutual problems, and to coordinate efforts for the good of all concerned.

Work Experience in the Community

The types of placements found for our students have varied with the needs of the students from school year to school year. Students at the junior level had from one to four placements during a school year, while seniors were placed in from one to three placements during their final year of school. We have listed below the placements for boys and girls during the 1965-1966 school year:

Community Placements 1965-1966 School Year

	Male	Female
Clerical		
Stock Clerk	1	4
General Office	-	3
Sales		
Retail clerk helper	-	3
Unskilled		
Manufacturing-hardwood	1	-
Shoe Repair - helper	1	-
Bakery helper	2	-
Nursery - plants	1	-
Plywood mill	1	-
Pet shop helper	1	-
Veterinarian - helper	1	-
Grocery-stock	4	-
Laundry	-	5
Sheltered Work Shop	6	3

Service	Male	Female
Food Service	-	2
Nursing Home	-	1
Hospital - housekeeping	-	2
Custodian	2	-
Groundskeeper	2	-
Child Care	-	2
Teachers aide	-	1
Housekeeper	-	2

Additional placements used during previous school years:

Mechanical: Service Station; Bicycle Repair, Small Appliance Repair; Automotive Shop Work

Service: Beauty Shop, Physiotherapists aide, Motel Worker

Clerical and Sales: Stock room parts, Library helper

Unskilled: Dairy and Construction - house

Factors in Making Selective Placements

As we had experience with the jobs made available in each business, the vocational counselor was able to analyze each job in terms of the job activities, skill requirements, and personal characteristics needed. These individual job profiles became part of our working guides so that it could be determined quickly whether a given student's abilities were such that he could function in that particular job setting. An example of this type of job analysis is given in Appendix Number Five. This thorough job knowledge was an important factor in the matching of the student to the job; this was considered along with the characteristics of the boss and the degree of permissiveness or rigidity of the setting.

Important as it was to understand the job assignment, it was far more important for staff personnel to understand the student who was to function in the job. Much time and effort was expended to gather and analyze diagnostic information about "the total child" so that the curriculum, including the work assignments, were individually tailored. Recommendations for job placements were made after considering the following areas:

1. The students' interest and job choices

2. Teacher evaluations covering in-school work performances, functional academic levels, and social and emotional maturity

3. The results of the General Aptitude Test Battery scores

4. Past and current mental ability and personality testing

5. Health factors including any physical disabilities

6. Preferences of work areas expressed by parents

Although our work plan aimed at nine week placements, the length of time actually spent on a placement was an individual decision. Generally, students had no firm occupational choice in mind, and this flexibility was encouraged until the end of the senior year. Occasionally, a student expressed a definite preference, and if the desired job seemed reasonable and possible, placements were concentrated in the field of the student's choice. Students were usually helped in deciding on a career choice by being exposed to the work in a number of different areas where their concept of the job could be tested against reality.

Principles of Supervision

Even the most carefully selected placement of a student on a job would not develop into a full learning experience without the proper supervision by project staff. It was in this area that we found that teachers needed to be active to make the curriculum an integrated whole. Supervisory visits needed to be on a planned basis and reflect the student's level of development so that as the student grew in initiative and dependability, supervisory visits were gradually diminished.

Observations of the student on a job placement showed the student's approach to the job, and direct instruction was given to help the student become more efficient and productive. All jobs were seen in terms of their learning possibilities and progress was identified and shared with the student and employer as goals were reached. The job supervisor became attuned to the total adjustment of the student on the job and noted functioning in the following areas: (1) personal characteristics, (2) interaction with the supervisor and other workers, (3) physical appearance, (4) work habits, and (5) competence in doing the job assigned.

A specific result of supervision was an objective evaluation of the student trainee. Project staff consulted frequently with employers, and they together completed a monthly evaluation card covering the student's performance for that time. Employers were sometimes reluctant to discuss their critical evaluations directly with the students for fear of hurting their feelings; they were encouraged to discuss their reactions with the students as honestly as possible. Appendix Number Six contains the evaluation form that was developed for the employers' evaluation of the trainee.

Evaluations had little value unless they were shared with the student to help him recognize his strengths and weaknesses. Students

maintained their own progress charts as they moved from job to job; performance patterns soon emerged and students could see where more effort was needed, why they were regarded in a certain way, and what elements were considered when their work was considered poor, fair, or good. A copy of the progress chart kept by each student is reproduced in Appendix Number Seven.

Common Placement Problems

Some students lacked the motivation to stay with tasks once they were learned if the task proved to be monotonous and dull. These students lacked the maturity and self-discipline necessary to stay with a job that offered little immediate gratification but only long term achievement. Other evidences of immaturity were reflected when younger students did not go to their work stations after leaving the school campus. Students were usually able to handle the freedom of leaving the school building and going to their jobs independently, but some absences from work seemed to be a level of development through which some students passed. Conferences with the student and his parents quickly resolved this problem.

Students sometimes had unrealistic job aspirations that interfered with their ability to perform well on jobs that were assigned. If counseling did not change the student's aims, we assigned the student to the job of his choice and let him learn his limitations through a failure experience. Students soon asked for a transfer of jobs, and with supportive help, this became a constructive reality-testing situation.

All of our students have been fearful and nervous as they started their community work experiences. Sometimes the necessity of getting to the job by public transportation has been as fearful an experience as the job itself. Once the student felt comfortable in his job situation, there was much resistance to moving to a new job at the end of the placement. Students were sometimes supported in this by their employers who had become identified with their trainee and who felt that the placement should continue because the student was doing so well. Interpretations to the employer and the student that the student had received maximum benefits in the placement usually lead to a reluctant promise that the student would "try" another placement. We felt strongly that this approach of trying a number of different placements was constructive for the student. In time, students made these changes more easily and in a more relaxed manner; there was a definite improvement in the student's ability to relate to a new employer and to other employees. We believed that the ability to adjust to change was a necessary goal of our training program as many of the students would be required to change jobs a number of times during their working lives.

Areas of Competence Needed by Students

A certain minimum basic knowledge and maturity was needed by students before they were ready for community placements. We have been able to identify the following areas:

Knowledge:

1. Orientation to the community: (1) how to locate addresses, (2) how to use public transportation and understand fares and schedules, (3) how to get help if lost
2. Employer expectations: (1) reporting when sick or otherwise absent, (2) proper dress and behavior on the job, (3) how to be interviewed for a job.
3. Proper use of the telephone
4. Experience in restaurant eating
5. Operation of self-service elevators

Personal Management:

1. Maturity and dependability to handle increased freedom
2. Understanding of employer-employee relationships and how they are different from parent-child relationships
3. The ability to accept supervision
4. Acceptable social behavior - respect for property rights

General Considerations

All parents of our high school students were interviewed so that they received an interpretation of the school work experience program as it applied to their own child. Their opinions and reactions were solicited concerning placements for their children; we tried to keep them informed of all job changes, employer evaluations, and areas where they could re-inforce our training efforts. Contacts with all school personnel were encouraged to keep an open line of communication between the home and the school. Careful attention to this area was very important since students were being educated in a different way than through traditional means, and the parents needed to be recruited as full partners and supporters of the program. We asked parents to give consent to have their children participate in our program, and these consents were part of the student's folder. See Appendix Number Eight for this consent form.

Students who were in their final placements were given more intensive counseling concerning job choices as they actually looked for

work during the last nine weeks of school. Time was spent on role playing concerning job applications and techniques of seeking work. Classroom work stressed areas of preparing for independent living, marriage, and child raising.

Students were encouraged to supplement their work experience in school with as much after school work as was possible. Sometimes jobs became available from their work experience employers, but this was not usually expected. Summer employment through the handicapped program of the Neighborhood Youth Corps was a big boon to our students in many ways; information about our students was shared with this agency and some supervision was also done.

Our students reacted very favorably to being released from school to accept paid employment at the end of their senior year. The ones who obtained employment were able to demonstrate to themselves and to others that their training was of value. Some of our students were ready for full employment prior to the time that they had earned enough credits for high school graduation. If it seemed to the best interests of the student to drop from our program prior to graduation to accept an offered job, we felt that this was an acceptable plan since the student had received enough benefits to be fully employable, and this was indeed, our eventual goal for all of our students.

Vocational Training Expenditures

A portion of our case service funds was assigned for vocational training expenses. We had anticipated that there would be need for materials and services to supplement the community placements as training devices. The greatest need was to provide classroom equipment, such as, stoves, refrigerators, power tools, sewing machines, typewriters, adding machines, a cash register, etc. so that teachers could use classroom time to teach skills needed on jobs and to enrich curriculum in many vocational areas.

We found a need for a small petty cash fund to be used to purchase grooming supplies. Many students needed training in personal grooming and occasionally we found that families could not supply the necessary grooming articles. If students were to make a good work adjustment, it was vital that they conform to the appearance standards of a middle class working community. On occasion, the students' participation in the program was restricted by inadequate food or clothing and these items were furnished through school resources.

Training expenditures were also needed for students who were out of school to implement training plans, such as, the need for maintenance,

insurance coverage, and transportation. Some of our dropout students needed the help of a sheltered workshop setting to improve employability, and this training could also be provided from these funds. Expenditures on a calendar year basis are listed as follows:

Vocational Training Expenditures

	January-Dec. 1964	January-Dec. 1965	January-June 1966
1. Sheltered Workshop Placements			
7 part time students	550.00		
8 part time students		655.00	
3 full time; 3 part time			724.50
2. Training Supplies			
Classroom equipment-supplies	1,450.00	80.66	-
3. Maintenance	-	45.00	-
4. Insurance	-	46.40	6.63
5. Speech Training	-	224.00	104.00
6. Transportation	-	-	80.80
7. Enrichment Experiences	-	-	10.00
	$2,000.00	$970.40	$925.93

CHAPTER IV

CERTIFICATION OF NEW STUDENTS

Some students were automatically added to our special education classes if they simply transferred in from another Oregon school district where they had been previously certified as mentally retarded students. We received many referrals of non-certified students from school personnel and from parents, however, where a determination needed to be made as to whether the student met the requirements for certification as set down by the State Department of Education. All students in this group on a junior high school or senior high school level were screened by the project social worker to see that the following conditions were met:

1. The student required a special learning experience due to mental retardation

2. The student had not been able to use the regular or remedial programs offered to make any sufficient gains

3. Mental ability assessments established limited mental potential (generally an IQ score of between 50-75)

4. Medical information indicated that learning would not be improved with medical treatment and that the child was well enough to participate in the school program

5. The parents approved and consented to have their child in the special education program

Senior High School Referrals

Information about the referrals of students for certification was compiled from January, 1964 through June, 1966. The data were analyzed

separately as they applied to junior high school and senior high school students. The figures given below apply to senior high school referrals:

Summary of Certification Referrals - Senior High School Level

	Jan-June 1964	1964-1965 School Year	1965-1966 School Year
Total Referred	4	8	4
Level in School			
Sophomore	4	7	2
Junior	-	1	2
Senior	-	-	-
Sex			
Boys	1	5	1
Girls	3	3	3
Referred by			
Schools	2	5	1
Others	2	3	3
Disposition			
Parents Object	-	1	-
Test Ineligible	1	1	-
Disposed of for other reasons	2	-	1
Certified	1	6	3

As the above chart illustrates, sixteen students were referred at the senior high school level, but only ten students were actually certified as eligible for special education classes. The remaining six students were eliminated from consideration for other reasons as shown in the chart above. We were interested to see that half of the students were referred directly by parents or by social agencies. These students were either new to this district or they had attended previously and had dropped out. We found that the start of a new work experience program attracted some families who were willing to move to this district so that their children could enroll in our program. Referrals came from high schools throughout the district and not primarily from the one high school that housed the special classes and where personnel were the most familiar with the program.

We have prepared a more detailed chart included as Appendix Number Nine which shows some of the characteristics of these students. The information included concerning psychometric testing shows that of the sixteen students referred, five of these scored in the IQ range of 65 or below

while the remaining eleven students scored in the 66-90 range. Of the students actually certified, six were in this upper range above a 66 IQ with the highest score being an IQ of 83.

Junior High School Referrals

There were many more junior high school students referred for admittance to the program than were referred at the high school level. The figures below show this volume:

Summary of Certification Referrals - Junior High School Level

	Jan-June 1964	1964-1965 School Year	1965-1966 School Year
Total Referred	6	26	9
Level in School			
Seventh	3	11	5
Eighth	3	3	1
Ninth	-	12	3
Sex			
Boys	2	13	4
Girls	4	13	5
Referred by			
Schools	5	20	7
Others	1	6	2
Disposition			
Parents Object	1	6	2
Test Ineligible	1	1	-
Disposed of for other reasons	3	5	3
Certified	1	14	4

The greater number of students referred in the 1964-1965 school year seems significant since this was also reflected in the senior high school population. This may have been caused by a renewed awareness of the program in the district because of the publicity concerning the pro-

ject. During that school year, a high number of students (fourteen) were certified. This peak of referral activity was not maintained during the next school year and perhaps another backlog of slow learning students had to build up again before the need for referrals was recognized. The number of students actually certified of those referred has varied from year to year, but fifty percent seems to be a reasonable expectation. The parents who objected to special class placement represented six families; some students in these families were referred more than once, and in some cases, siblings had been referred and the parental refusal included both children.

There seemed to be an unusual amount of mobility among the families with children who were referred for a certification study at the junior high school level. There were eight students referred whose families moved out of the district while testing and certification data were being gathered and prior to the time that the school's recommendations could be discussed with the parents. It is interesting to note that five of these students later did move back into the district and that they were subsequently certified. All of these families were in the low-income group and all but one family was receiving public assistance.

Some individual characteristics of these students are listed in Appendix Number Ten. There seemed to be a selective factor operating concerning referrals from junior high schools. There were special education classes in only two of nine junior high schools, yet twenty-one of the total of thirty-two students referred by school personnel, came from those two schools which had the classes in their buildings. A total of only eleven students were referred from the remaining seven schools. The degree of familiarity with the program seemed to have a bearing on whether or not school personnel chose to make referrals to have students considered for the program.

In regard to IQ scores, of the forty-one students referred, ten scored with an IQ of 65 or below while thirty-one scored in the 66-89 range. Of the nineteen students actually certified, thirteen were in the upper range above a 66 IQ with the highest having a score of 82.

CHAPTER V

STUDENT MOBILITY IN AND OUT OF THE SCHOOL PROGRAM

Fluctuations in the Senior High School Population

Chart Number One on the next page gives a picture of the number of students served during each school year. Most of the movement in and out of the program occurred on the sophomore level with much more activity in the 1964-1965 school year when a total of fifty-three students were involved in the program. Summer losses involved graduating seniors, students who moved away, and those who did not return to school as expected. Much more stability was seen in the high school population during the 1965-1966 school year when the new additions and losses were limited to only one student. The job of the teacher in the classroom was much more difficult with a constantly changing group than when stability could be maintained and a working relationship established between student and teacher. Each school year saw the program start with more students, and in September, 1966, two students returned in a post graduate status. Two students who had left our program earlier and who were given follow-up services returned for another try at adjusting to a school setting.

Students Added to the Program

We were interested in getting some kind of a picture of all of the new students who came into our high school program. The information that was compiled appears in Appendix Number Eleven. We found that seven of the seventeen new students had been previously certified in Oregon and transferred in from other districts; the remaining ten students were new to special education, and they needed to adjust to this program on a high school level. These "late arrivals" to special education seemed to have a more difficult time adjusting to the program than did the students who started at an earlier date. As an example of this, we compared the school status of the students who transferred in from other special education classes with the school status of students who were in special education for the first time. The results are given on Page Forty-eight.

CHART NUMBER I

SENIOR HIGH SCHOOL ENROLLMENT - TOTAL NUMBER SERVED
ADDITIONS AND LOSSES: TOTAL FLOW-THROUGH IN AND OUT OF PROGRAM

1963 - 1964 School Year

Enrollment January, 1964		Students Added	Students Dropped	Summer Losses
Seniors	2	-	-	2
Juniors	12	-	-	1
Sophomores	19	3	3	3
	33	3	3	6

Total Number of Students 36

1964 - 1965 School Year

Enrollment September 64		Students Added	Students Dropped	Summer Losses
Seniors				
Continuing	11			
New		1	1	11
Juniors				
Continuing	16			
New	2	1	5	3
Sophomores				
Continuing	14			
New	1	7	6	3
	44	9	12	17

Total Number of Students 53

1965 - 1966 School Year

Enrollment September 65		Students Added	Students Dropped	Summer Losses
Seniors				
Continuing	11			
New	-	-	-	9
Juniors				
Continuing	13			
New	1	1	2	-
Sophomore				
Juniors High	19			
New	2	-	-	-
	46	1	3	9

Total Number of Students 47

Enrolled September 66		
Post Graduates	2	
Seniors		
Continuing	13	
New	1	
Juniors		
Continuing	20	
*New	2	*Former dropouts returning
Sophomores		
Junior High	11	
New	3	
	52	

From January, 1964 through September 1966, a total of 84 students were served in the senior high school program.

	School Status - June 1966				
	Total	In School	Moved	Graduated	Withdrew Prematurely
Previous Special Education Students	7	3	2	2	-
New Students to Special Education	10	5	-	-	5

Just half of the students newly certified at the high school level stayed in the program. The ones who withdrew appeared to have a multitude of problems in their total life adjustment rather than having difficulty just in school.

In a comparison of IQ test scores, the seven students who were in special education previously fared better than the students who were new to the program. The IQ range for the students previously certified was from 63-89 with a median score of 73 while the newly certified students ranged from an IQ score of 58-75 with a median score of only 63. The material given below illustrates the comparison between these two groups:

	IQ Range			
Student's Previous School Status	50-65	66-75	over 75	Total
Regular classes in-district	1	4	-	5
Regular classes out of district	3	1	1	5
Special classes out of district	1	4	2	7
	5	9	3	17

Students Who Moved Out of the Program

We compiled information related to the turn-over of students in our program and we found that in some school years that we were dealing with a very stable group and in other school years the high school group was quite fluid. We divided the reasons for mobility out of the program into three groups: (1) the school approved plan, (2) a plan not recommended as to the best interests of the student, and (3) a plan where a school recommendation did not apply. Chart Number Two on the following page gives the results of our findings.

In the group which left the program with school approval, we found some students whom we felt had received maximum benefits and who were ready for employment prior to graduation. There was one student who

CHART NUMBER 2 SENIOR HIGH SCHOOL ENROLLMENT - REASONS FOR OUTWARD MOBILITY

January 1964 - June 1964 and Summer Losses

Reasons for Withdrawal	School Recommended as Best Plan	Not Recommended as Best Plan	Not Apply	Total	Sex M	Sex F	Level in School Soph.	Level in School Jr.	Level in School Senior
Moved from district	-	-	4	4	4	-	4	-	-
*Employment	1	1	-	2	1	1	1	1	-
*Attendance Problem-excused	-	1	-	1	1	-	1	-	-
*Released - Sheltered Workshop	1	-	-	1	1	-	-	-	1
*Graduation	1	-	-	1	-	1	-	-	1
	3	2	4	9	7	2	6	1	2
1964 - 1965 School Year and Summer Losses									
Moved from district	-	-	7	7	4	3	2	5	-
Committed-Correctional Institution	-	-	1	1	1	-	1	-	-
Returned to regular school program	-	2	-	2	-	2	-	2	-
*Employment	1	-	-	1	1	-	1	-	-
*Attendance problem - excused	-	3	-	3	1	2	3	-	-
*Marriage	-	-	1	1	-	1	1	-	-
*Over 18 - not interest in continuing	-	3	-	3	2	1	1	1	1
*Graduation	11	-	-	11	4	7	-	-	11
	12	8	9	29	13	16	9	8	12
1965 - 1966 School Year and Summer Losses									
*Medical problems - excused	1	-	-	1	1	-	-	1	-
*Behavior problems - excused	-	1	-	1	1	-	1	-	-
*Attendance problems - excused	-	1	-	1	1	-	-	1	-
*Graduation	9**	-	-	9	6	3	-	-	9
	10	2	-	12	9	3	1	2	9

*Follow-up services provided

**Two additional graduates (girls) remained in school as post graduate students.

was too ill to profit from instruction. The students who left the program for reasons not related to school included those who moved, those who were committed to a correctional institution, or those who married. Of major concern was the group that included students who rejected the program through their refusal to attend school, by their unacceptable behavior at school, or by withdrawing when they became eighteen years of age. The individual characteristics of these students are outlined in Appendix Number Twelve.

From January, 1964 to June, 1966, there were twelve students who left the program prematurely; of this number seven were boys and five were girls. They ranged in age from sixteen years to over eighteen years and most of the students were at the sophomore level. Only one senior left school against the advice of project staff. These students were in our program from one to sixteen months; the median number was four months. The dropouts included students who were in special classes for eight years as well as those who were new to the program. The IQ range of these students was from 58-81 with a median IQ of 72. Half of these students had shown a gain in IQ scores from previous testing.

Some students had definite plans when they left our program prematurely; one boy accepted employment in a very inadequate job (part-time car washing) and two girls preferred to get what they could from the regular school program rather than to remain in a vocational program. In both cases, the parents did not feel any urgency about their child accepting employment after graduation. One girl left school to be married. Eight students did not have any real plans upon withdrawing other than "seeking employment". Since most of these eight students were sixteen years of age and lacking in marketable skills and personal discipline, their employment record proved to be inadequate. See Chapter IX for a discussion of these students in the follow-up caseload.

Students Who Graduated from the Program

We have summarized some of the characteristics of the students who have graduated from the program from June, 1964 through June, 1966 in Appendix Number Thirteen. A total of twenty-three students have completed the high school program; these include ten boys and thirteen girls. The ages are somewhat older than the usual high school graduate. The youngest student was seventeen years, five months while the oldest was twenty years, ten months. All but three graduates had shown a gain in their IQ scores since previous testing. There was a wide range in the ability levels of the graduates; the IQ scores ranged from 50-101 with a median of 81. See Chapter VII for a more detailed discussion of the IQ scores of our students.

Fluctuations in the Junior High School Population

Number of New Students

Chart Number Three on the following page contains the data on the total number of students served at the junior high school level. There were marked movements in the junior high school population each year from January, 1964 through September, 1966. Because of these student changes, teachers needed to keep adjusting instruction according to the needs of the new students. Each class needed to accommodate itself to frequent additions and losses of class members. Except for the latter half of the 1963-1964 school year, the number of additions of new students exceeded the number of students lost.

Appendix Number Fourteen outlines the individual characteristics of the students who were added to the special classes at the junior high school level. This group of thirty-seven students includes twenty-one boys and sixteen girls. The age range was from twelve years, five months to seventeen years, four months.

These students came into our program from referral within the district and from transferring in from other school districts; two students had not been attending any public school. The referrals from within the district included fourteen students who were referred for certification to special classes for the first time; two students were referred who had been certified previously but who returned to the regular school program when their parents became dissatisfied with their progress in the special education program. Of the students referred for new certification, we found that eight of the fourteen students were new to this district and their need for special class training was recognized during the student's first school year in the district.

Most of the nineteen students who transferred in from other districts had been in special classes previously (fourteen); the remaining five students were identified by school counselors as needing special education when the student enrolled in the district. These students who had been enrolled in regular classes in other districts came from districts where there were no special classes or the families' pattern of frequent moving had not enabled the certification process to be completed elsewhere.

We wished to see if there was any difference in the IQ scores of students who had been able to maintain themselves in regular classes up to the junior high school level and the students who came to us from special education classes from other districts. The following data concern the

CHART NUMBER 3

JUNIOR HIGH ENROLLMENT - TOTAL NUMBER SERVED
ADDITIONS AND LOSSES: TOTAL FLOW-THROUGH IN AND OUT OF PROGRAM

1963 - 1964 School Year

Enrollment January 1964	Students Added	Students Dropped	Summer Losses
45	1	4	17

Total Number of Students 46

1964 - 1965 School Year

Enrollment September 1964		Added	Dropped	Summer Losses
Continuing Students	25			
New	3	13	7	27
Elementary School	13			
	41	13	7	27

Total Number of Students 54

1965 - 1966 School Year

Enrollment September 1965		Students Added	Students Dropped	Summer Losses	Enrolled September 1966
Continuing Students	20	-	-	15	33
New	7	13	8	-	2
Elementary School	16	-	-	-	17
	43	13	8	15	52

Total Number of Students 56

thirty-seven students who were added to our junior high school classes:

	IQ Range			
Student's Previous School Status	50-65	66-75	over 75	Total
Regular classes in-district	3	12	1	16
Regular classes out of district	3	2	-	5
Special classes out of district	3	11	-	14
Not in public school	1	1	-	2
	10	26	1	37

This data seem to suggest that although the students who come into special education classes late in their school career were on the upper level of the retarded range, the students who were identified earlier and attended special classes were also on this upper level. This may have been because they "caught up" or because this was their level at the start of their special education experience. We did not have enough information regarding past scores on out of district students to evaluate this.

Students who were added to our program at the junior high school level had a poor retention rate. Of the thirty-seven students added from January, 1964 through June, 1966, nearly half had left the program by June, 1966. Twelve of these families had moved out of the district and four students had terminated their school experiences prematurely.

Reasons for Outward Mobility

Chart Number Four on the following page gives a picture of all the reasons students left the junior high school program. Most of the mobility was on the seventh grade level with families moving from the district. Two siblings in one family returned to the regular school program and one student was sent to a correctional institution. Two students were not interested enough in school to continue in the program.

Since we felt that it was important to look in more detail at the students who left the program against the recommendations of school personnel, Appendix Number Fifteen has been developed to show some of the individual characteristics of the students in this group. The two students who were removed from the program by their parents were male siblings and the reason for withdrawal was the parents' inability to accept the program rather than the students' inability to adjust. The parents were oriented to an academic program and they could not accept an educational plan that

CHART NUMBER 4

JUNIOR HIGH ENROLLMENT - REASONS FOR OUTWARD MOBILITY

Reasons for Withdrawal	School Recommended as Best Plan	Not Recommended as Best Plan	Not Apply	Total	Sex M	Sex F	Level in School Seven	Level in School Eight	Level in School Nine
January - June 1964 & Summer Losses									
Moved from District	-	-	6	6	1	5	6	-	-
Marriage	-	-	1	1	-	1	-	1	-
Promoted to high school	14	-	-	14	8	6	-	-	14
	14	-	7	21	9	12	6	1	14
1964 - 1965 School Year & Summer Losses									
Moved from district	-	-	8	8	4	4	5	3	-
Returned to regular school program	-	2	-	2	2	-	2	-	-
Committed-correctional institution	-	-	1	1	1	-	1	-	-
*Over 18 - not interested in continuing	-	1	-	1	1	-	-	-	1
*Attendance problem - excused	-	1	-	1	-	1	-	-	1
Promoted to high school	21	-	-	21	11	10	-	-	21
	21	4	9	34	19	15	8	3	23
1965 - 1966 School Year & Summer Losses									
Moved from district	-	-	8	8	4	4	5	2	1

*Follow-up services provided

stressed vocational and social goals for their children. One boy refused to enter high school preferring to seek employment on his own; this student's adjustment in junior high school had been good but he could not face the uncertainties of the high school course of study. One girl dropped from school by refusing to attend; she had a long history of poor attendance and we could not sufficiently involve her in the program to motivate attendance.

CHAPTER VI

PHYSICAL DEVELOPMENT AND HEALTH

Survey of Senior High School Students

Careful attention was given to the health status of each student since this was an important factor in the educational and vocational plans that were developed for each child. Some medical and developmental history was available in school records since the health background of each student had been discussed with the parents and a physical examination had been obtained at the time that the student was certified for special education classes. By observation, we were able to identify some health problems that occurred frequently in our senior high school group and which interferred with the students' abilities to function adequately. Our main source of health information, however, came from each student's family physician who completed a physical examination and outlined any health problems that existed, any treatment needed, and any limitations on the student's activities that needed to be considered in developing vocational plans. We have summarized below the health data compiled on our high school students:

Summary of Health Survey - Seventy-seven Senior High School Students

	Number of students with Problem
Birth Problems*	
Premature	10
Birth defects	7
Early Childhood*	
Retardation diagnosed prior to school	13
Feeding problems	9
Acute illnesses/accidents	30
Late speech development	28

*Note: Categories are not mutually exclusive

School Observations*	Number of Students with Problem
Over-weight	8
Poor coordination	17
Immature physical development	14
Excessive absences due to illness	8
Excessive nervousness	19

Results of DVR Medical Evaluation	Number of Students	Total
Good health	25	
One or more health problems	52	
		77

Health Problems Identified*

1.	Dental problems	19
2.	Vision problems not correctable 20/20	14
3.	Speech problem	9
4.	Orthopedic problems	9
5.	Psychological problems noted	7
6.	Psychosomatic symptoms	6
7.	Skin problems	5
8.	Hearing loss	4
9.	Throat conditions	4
10.	Cerebral palsy-diagnosed	3
11.	Thyroid imbalance	3
12.	Convulsive disorder	2
13.	Anemia	2
14.	Allergies	2
15.	Nose deformity	2
16.	Cerebral palsy-suspected	1
17.	Respiratory conditions	1
18.	Chronic kidney condition	1
		74

Work Limitation Recommended	8
Treatment Recommended	32

Supplied by:

Parents	12
Grant	13
Community resources	3
Not completed	4

*Note: Categories are not mutually exclusive

The health histories obtained from parents showed that there was a wide range in the health patterns of students. Although there was a low incidence of early feeding problems, many students had severe illnesses; over a third of the student group experienced some type of acute medical problem due to illness or accident. A significantly large group also showed late development of speech. In spite of these problems, very few parents were aware of their child's having learning problems prior to the start of school.

Some indications of health problems were obtained informally by observation by school personnel who were in daily contact with the students. The summary given above illustrates the type of health problems that were easily identified and which were common in our student group. We found that the problem of over-weight was confined to girls except in one case. The most common health conditions that were identified by school personnel included excessive nervousness, poor coordination, and immature physical development.

The large number of students with one or more health problems (fifty-two out of seventy-seven) pointed up the need to evaluate thoroughly the health status of students in the special classes when work placements were being planned. Some of the students' health problems were stabilized conditions that had been corrected as much as possible and no active treatment was needed other than medical check-ups at planned times. These conditions represented permanent limitations which needed to be considered in a vocational choice but which were not severe enough for the physician to recommend a specific work limitation. Only eight students were identified by the family doctor as having restrictions on a physical basis in the type of work that they could perform. In the thirty-two cases where treatment was needed, the most common unmet health need was for dental work which had been postponed to the point that treatment was frequently of an emergency nature. Eye examinations and new lenses for glasses were also frequently neglected, and in this area, improved functioning in school and on the job was noted when proper treatment was provided.

An interesting indication of the type of students with whom we were dealing could be seen by noting the number of cases where the physician suspected psychosomatic symptoms and the number of students that school personnel had identified as suffering from excessive nervousness. We felt that our students needed sensitive handling, support, and guidance as they functioned in our program and much stress was put on practical applications of mental health principles and emotional stability.

Individual health profiles were compiled on seventy-seven senior high school students; these are listed in Appendix Number Sixteen of this report. These profiles reflect the health status of the individual students and identify those with multiple health problems and the types of conditions that are present in each case.

Although the summary material showed that ten students were born prematurely, these students varied greatly in their health patterns early in life and at the time of adolescence when the current medical information was obtained. Some of the differences in the health patterns of students with premature birth can be seen in the information given below:

	Yes	No
Birth defects - diagnosed	3	7
Retardation diagnosed prior to school	2	8
Early acute illness	6	4
Late speech development	3	7
Poor coordination	2	8
Immature physical development	3	7
Good health	3	7

The seven students with health problems had nineteen conditions most of which (thirteen) involved eye, ear, nose, throat, dental and speech problems.

When the data on the entire high school group were analyzed by sex, little difference in health patterns were seen. The following information concerns forty boys and thirty-seven girls:

	Yes	No	Total
Immature physical development			
Boys	6	34	40
Girls	8	29	37
Health problems			
Boys	26	14	40
Girls	26	11	37

We felt that in addition to the group of twenty-five students who were diagnosed as being in good health, we also had an additional group of six students whose only health problem was the need for dental care and who could be considered as having job potentials with minimal restrictions.

Survey of Junior High School Students

We received the same health information on the junior high school students as we had obtained on the senior high school group except that we were able to complete our work-up on fewer students. A selective factor was operating in the securing of this information since we were not yet able to routinely schedule junior high school students for medical examinations. The cases where medical information became known to us were when the students first entered the program through the certification process or students who were in the special classes were referred for a medical work-up because they had a specific health problem that needed attention. This bias was reflected in the large percentage (seventy-nine percent) of the students who were found to have health problems. Since this group was suggestive but not necessarily representative of the total junior high school population, we did not attempt to generalize from the compilation of the health characteristics of this group. The following summary was compiled on the twenty-nine students whose medical data were available:

Summary of Health Survey - Twenty-nine Junior High School Students

	Number of Students with Problem
Birth Problems*	
Premature	1
Birth defects - diagnosed	1
Early Childhood*	
Retardation diagnosed prior to school	2
Feeding problems	2
Acute illnesses	13
Late speech development	5
School Observations*	
Over-weight	4
Poor coordination	3
Immature physical development	2
Excess absences - illness	3
Excess nervousness	6

*Note: Categories are not mutually exclusive

	Number of Students	Total
Results of Recent Examinations**		
Good health	6	
One or more health problems	23	
		29
Health Problems Identified*		
1. Dental problems	6	
2. Vision - not correctable 20/20	5	
3. Orthopedic problems	5	
4. Speech problems	4	
5. Hearing loss	2	
6. Psychological problems noted	2	
7. Psychosomatic symptoms	1	
8. Stomach conditions	1	
9. Chronic ear conditions	1	
10. Convulsive disorder	1	
11. Thyroid imbalance	1	
12. Anemia	1	
13. Acute infection	1	
14. Kidney condition	1	
		32
Work Limitation Recommended		1
Treatment Recommended		
Supplied by:		
Parents	3	
Grant	1	
Community resources	4	
Not completed	6	

This group of junior high school students was similar to the senior high school group in (1) the high percentage of students who suffered acute illnesses early in life, (2) obese students tended to be girls, (3) excess nervousness was frequently observed, and (4) the types of health problems found.

We compiled the individual health profiles on these junior high school students in Appendix Number Seventeen where students with multiple health problems were identified. Of the twenty-three students

*Note: Categories are not mutually exclusive
** Ten of the above reports were for the purpose of certification to the special classes.

with medical problems, thirty-two conditions were reported with dental, vision, orthopedic, and speech problems as the most common areas of malfunctioning.

Medical Expenditures From Grant Funds

During the first year of the project, most of the medical expenditures were for general medical examinations and other types of diagnostic work-ups. In the second and third years, we were able to put the emphasis on treatment areas since the diagnostic examinations pointed up the medical problems needing care. Many parents were willing to proceed with treatment plans without the use of grant funds, and in some cases, the treatment was supplied by the Welfare Department or other community resources. In a few situations, treatment was not accomplished when the family's income was above the standards set by the Division of Vocational Rehabilitation, and yet, the family felt that they could not incur additional expenses. This problem usually involved the need for dental treatment where the family did not feel any urgency in getting the recommended work done. Most of the treatment provided by grant funds involved dental work and the provision of new glasses or a correction of the lenses for students with glasses.

Chart Number Five on the following page lists the medical expenses by calendar year. These figures include expenses only to June, 1966; a more complete reporting will be included in the grant's final financial report submitted at the termination of the grant year.

CHART NUMBER 5

MEDICAL EXPENDITURES FROM GRANT FUNDS

	January-December 1964		January-December 1965		January-June 1966	
	Number of Students	Cost	Number of Students	Cost	Number of Students	Cost
Diagnostic						
Physical exams	42	$447.00	13	$138.00	6	$66.00
Examination reports only	--	-- --	2	7.20	-	--
Specialists Examinations	1	20.00	2	40.50	2	48.00
Laboratory work and tests	5	66.50	10	150.62	1	11.25
Dental examinations & X-rays	4	24.00	6	59.00	3	15.00
Speech evaluations	2	36.00	1	18.00	2	36.00
Speech report only	-	-- --	1	3.20	-	-- --
Hearing evaluations	2	28.00	-	-- --	-	-- --
Eye Examinations	5	76.00	7	110.00	4	64.00
	Total	$697.50	Total	$526.52	Total	$240.25
Treatment						
Medical Treatment	2	13.00	2	20.95	1	7.50
Dental Treatment	2	177.40	6	706.00	4	272.00
Glasses	-	-- --	5	86.00	4	75.50
Drugs	-	-- --	3	16.53	-	-- --
	Total	$190.00	Total	$829.48	Total	$355.00
	TOTAL	$887.90	TOTAL	$1,356.00	TOTAL	$595.25

CHAPTER VII

STUDENT MENTAL ABILITIES AS SHOWN BY PSYCHOLOGICAL TESTING

We found that many of our senior high school students had not had any formal mental ability assessments since the testing that had been done at the time that they were certified for special education classes. Many of the latest test scores were four or five years old and we wondered whether they were still valid indications of the students' levels of functioning. We felt that our success in planning each student's school and work experience program depended on current diagnostic information. In the area of mental ability functioning, we wished to know each student's tested abilities so that this knowledge could be added to the staff members' evaluation of the students as judged by his actual performance in functioning in school and on the job. Test scores were additional factors in the total evaluation of a student, but these scores were not used as any final indications of limitations of the student. They were suggestive rather than definitive.

Our testing program proceeded as rapidly as possible at the start of the project. By September, 1964, thirty-nine students had been tested; most of these students had been evaluated in terms of a personality assessment as well as mental ability functioning. This more extensive testing was done in an effort to establish some idea of the students' emotional stability, personal stress areas, and levels of development. During the 1965-1966 school year our consultant psychologist was available on only a limited basis so that in some cases testing was confined to IQ testing due to lack of time available. An overview of the psychological testing program is given below:

	Jan - June 1964	Summer 1964	1964-1965 School Year	1965-1966 School Year
Mental ability assessment Wechsler-Bellevue II	1	3	-	10
Mental ability - Wechsler - Bellevue II and personality assessment	10	22	13	9
Personality assessment only	3	-	1	-
	14	25	14	19
Total cost	$935	$1,755	$1,025	$1,025

Total testing expenditures $4,740
72 students

In addition to the above testing, school psychologists or counselors tested fourteen senior high school students and forty junior high school students for certification purposes and this information was available for our use. Psychological consultation was obtained on two students from other sources.

Although the purpose of the testing program was to help us in the understanding of the individual students, we gradually built up a picture of the group as a whole. Data from the individual test scores were organized and grouped as it applied to (1) the students in high school as to September, 1966, (2) the students who graduated, and (3) the students who left the program. The individual student profiles given in Appendix Numbers Eighteen and Nineteen show the test results that we obtained on the high school group and on the graduates; these are arranged according to the last test scores from low to high scores. In addition, these profiles show how the current scores compare with previous tests given to each student and how the tested IQ changed through the years. The students with the current low scores actually represent a loss in IQ scores, but most of the group tested higher than they had done previously. On the next pages, we have prepared charts which show how the IQ scores of each group appeared.

Senior High School Students - September, 1966

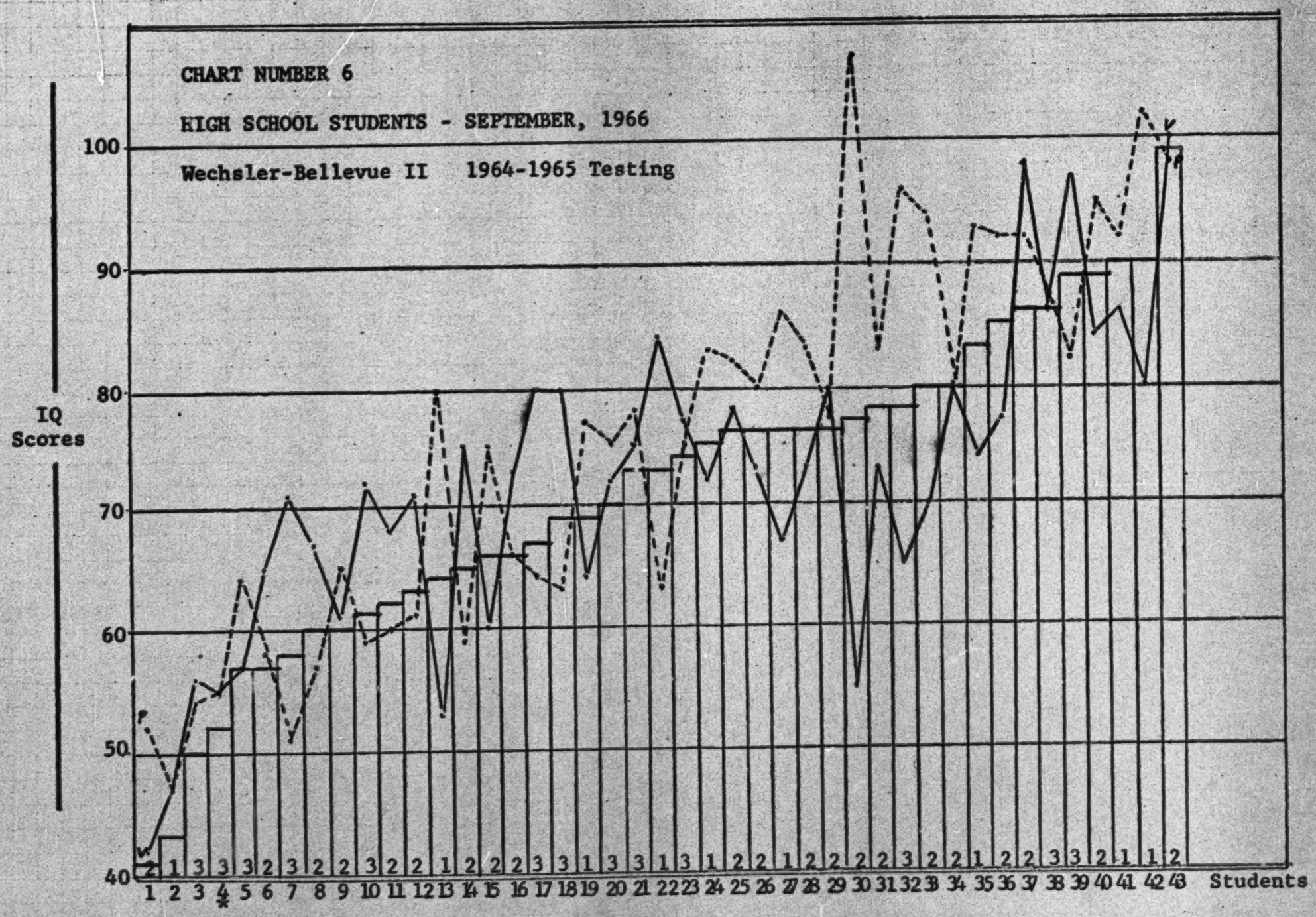
The most obvious picture that emerged from this data as seen on Chart Number Six was the wide range of test scores found, that is, from 41 to 99. The number who now test out of the retarded range can also be identified. As was expected, performance scores were usually well above the verbal subtest scores. In the cases where the reverse was true, that is, verbal scores were higher than performance scores, we invariably had a problem in the student's work experience adjustment. We felt that this was because much more was expected of the student than he was able to produce. This was one factor that became a predictor of problems so that when this test pattern was found, staff was made available to the student and to the employer to minimize the difficulty.

Some students were very even in their verbal and performance abilities while others showed a wide variance. This factor was not specifically studied to see whether a wide scatter between verbal and performance areas affected job performance. Generally, students with

CHART NUMBER 6

HIGH SCHOOL STUDENTS - SEPTEMBER, 1966

Wechsler-Bellevue II 1964-1965 Testing

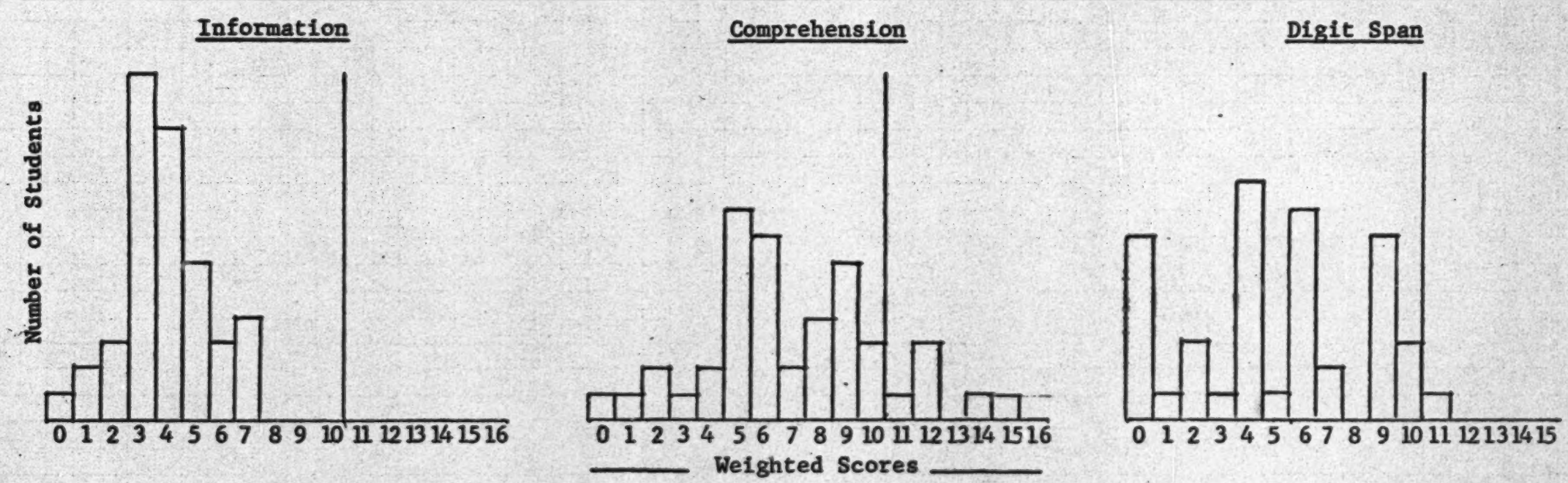


Full Scale Scores Arranged From Low to High
Verbal And Performance Scores Compared

*WAIS given 8/63

CHART NUMBER 7

HIGH SCHOOL STUDENTS - SEPTEMBER, 1966
Wechsler-Bellevue II Verbal Subtests - Distribution of Scores: Forty-three Students



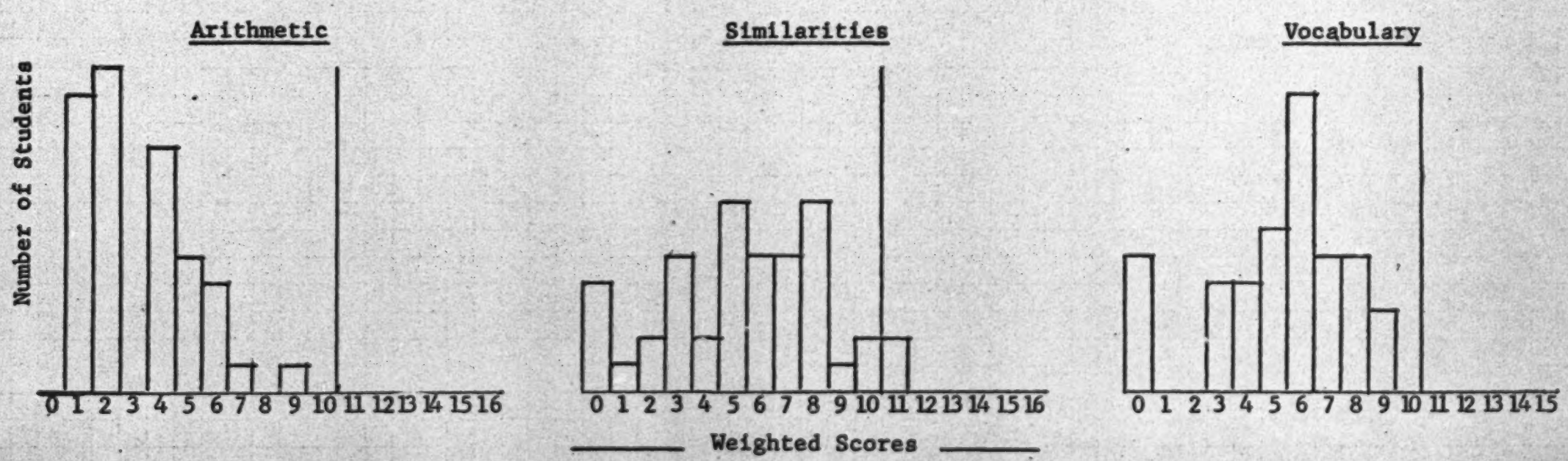
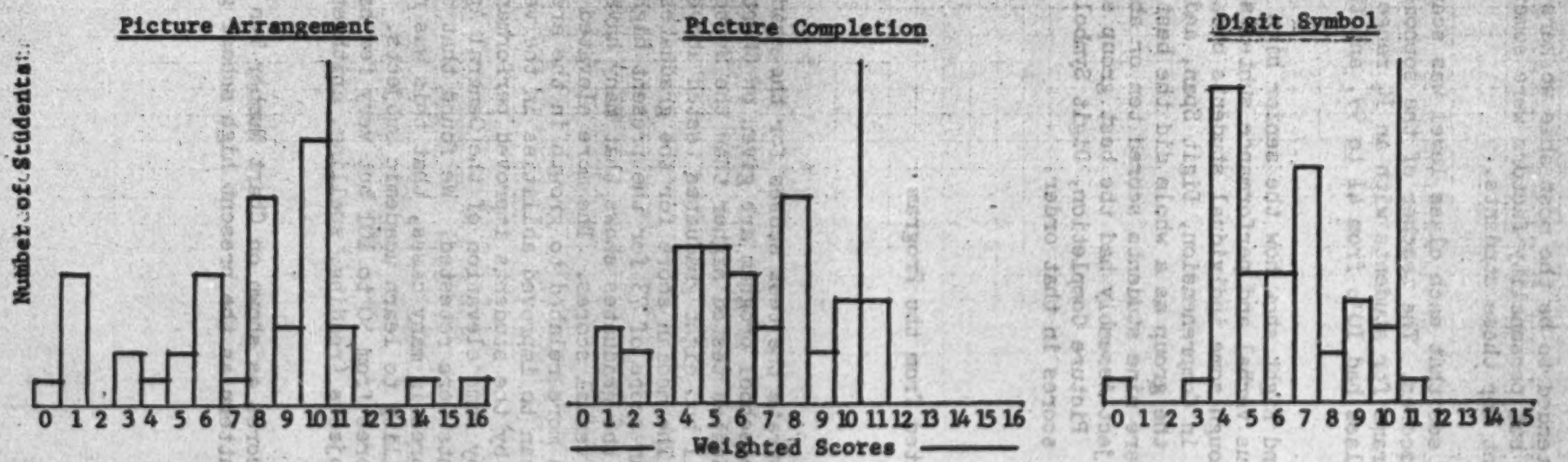
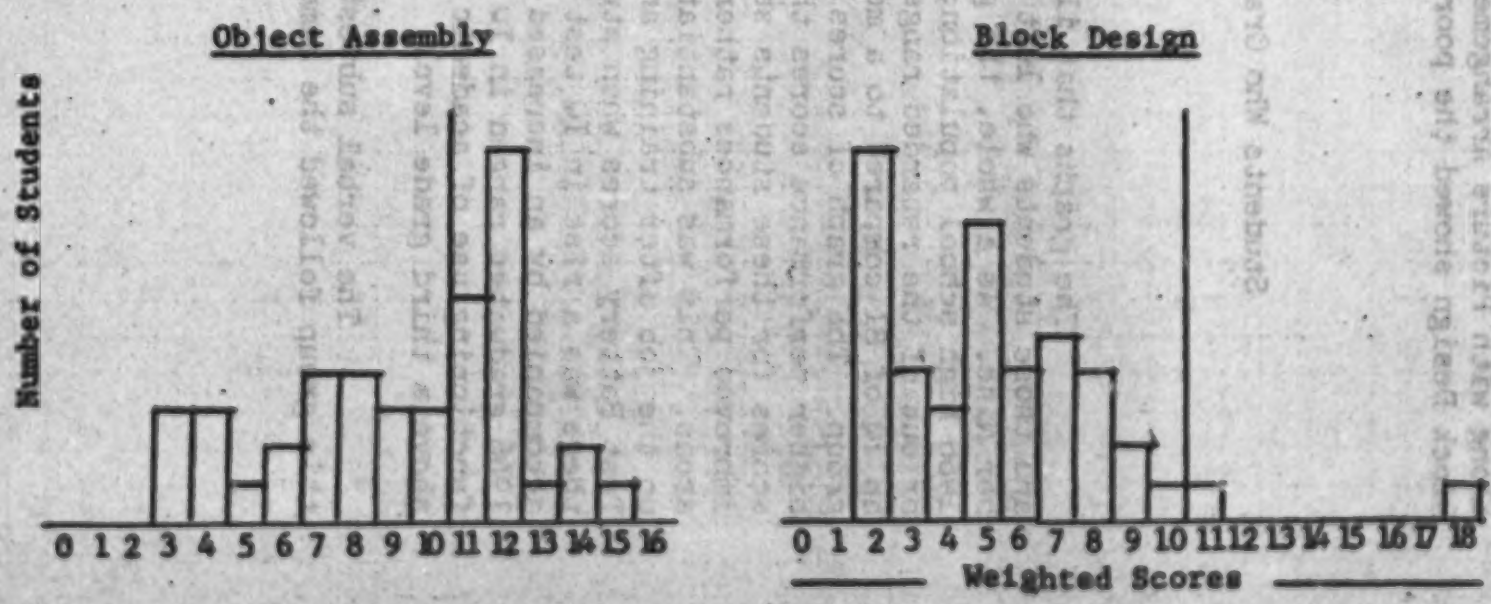


CHART NUMBER 8

HIGH SCHOOL STUDENTS - SEPTEMBER, 1966
Wechsler-Bellevue, Form II Performance Subtests - Distribution of Scores: Forty-three Students


Picture Arrangement
Picture Completion
Digit Symbol
Number of Students
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Weighted Scores


Object Assembly
Block Design
Number of Students
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
Weighted Scores

the highest performance scores tended to be the most able workers in terms of ability to do the job, but personality factors were sometimes a more seriously limiting element for these students.

We were interested to see that each class level was scattered throughout the continuum of IQ scores. The teacher of the sophomore class students had to plan programs for students with an IQ range of between 43 and 90; the junior class had IQ's from 41 to 99, and the seniors ranged from 50 to 89.

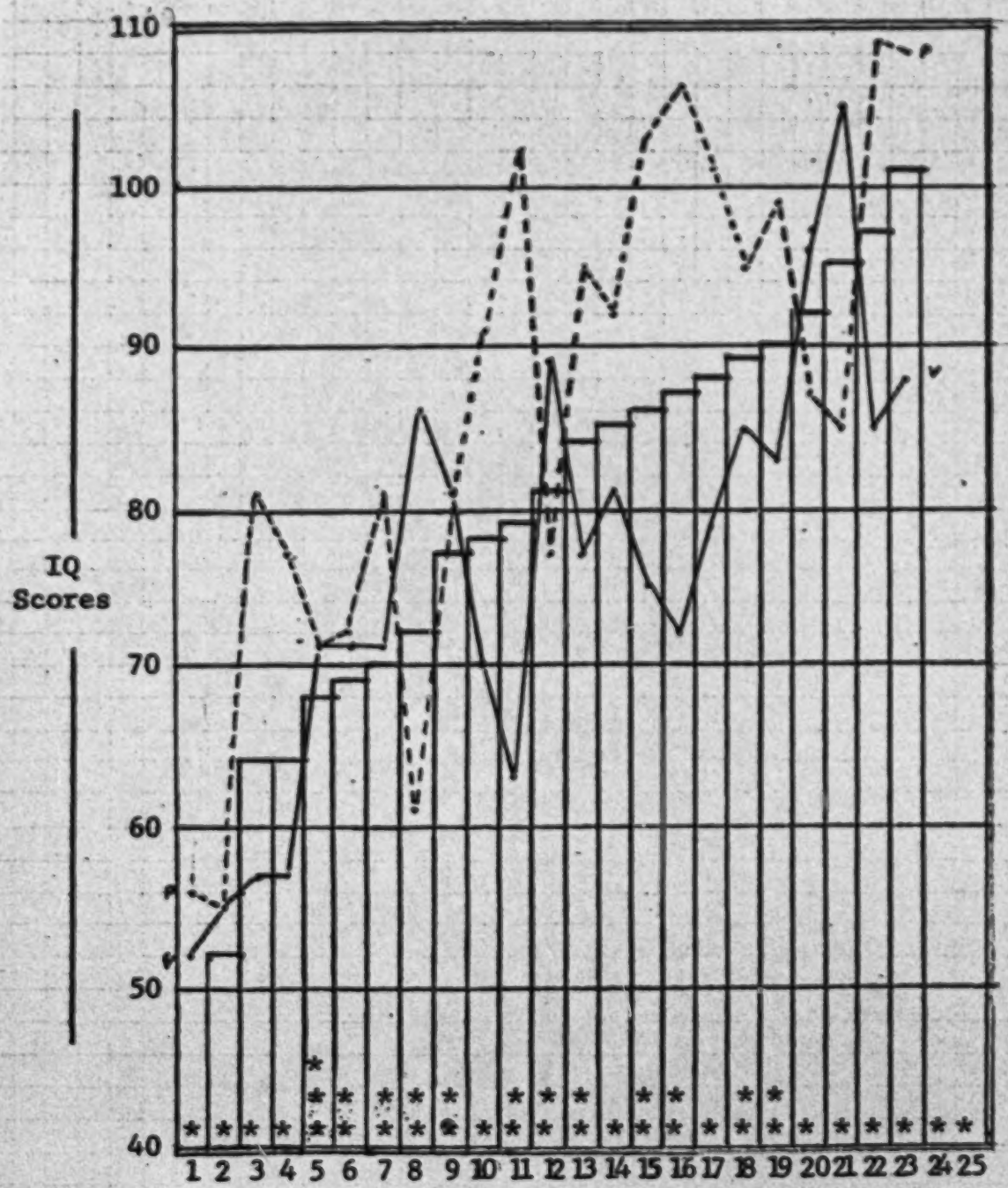
Charts Number Seven and Eight show how the senior high school students performed on the various verbal and performance subtests of the Wechsler-Bellevue II. Although some individual students obtained a weighted score of ten or more in Comprehension, Digit Span, and Similarities, the subject where the group as a whole did the best was in the area of Comprehension where nine students scored ten or above. In the performance subtests, Object Assembly had the best group scores along with Picture Arrangement. Picture Completion, Digit Symbol, and Block Design showed the poorest scores in that order.

Students Who Graduated from the Program

The graphs that illustrate the test scores for the graduates and those students who left the school program are given on Chart Number Nine. As a whole, the graduates tested higher than the September, 1966 high school population; all but eight graduates tested above 75 IQ, or out of the retarded range. The median score for the graduates was an IQ of 81 compared to a median score of 73 for the present high school group. The graph of scores on the graduates shows that many have much higher performance scores than verbal scores. The more elevated IQ scores for these students seems more related to growth in the area of improved performances rather than to improved abilities in the verbal areas. This was substantiated by the students improved performances on the job after training and by some elevation of the General Aptitude Test Battery scores when students were retested. We found that although there was a rise in IQ test scores in many cases, that this was not accompanied by an increased ability to learn academic subjects. The 1966 graduates ranged in IQ scores from 50 to 101 but very few had a functioning use of academic subjects (reading, spelling, arithmetic) above a third grade level.

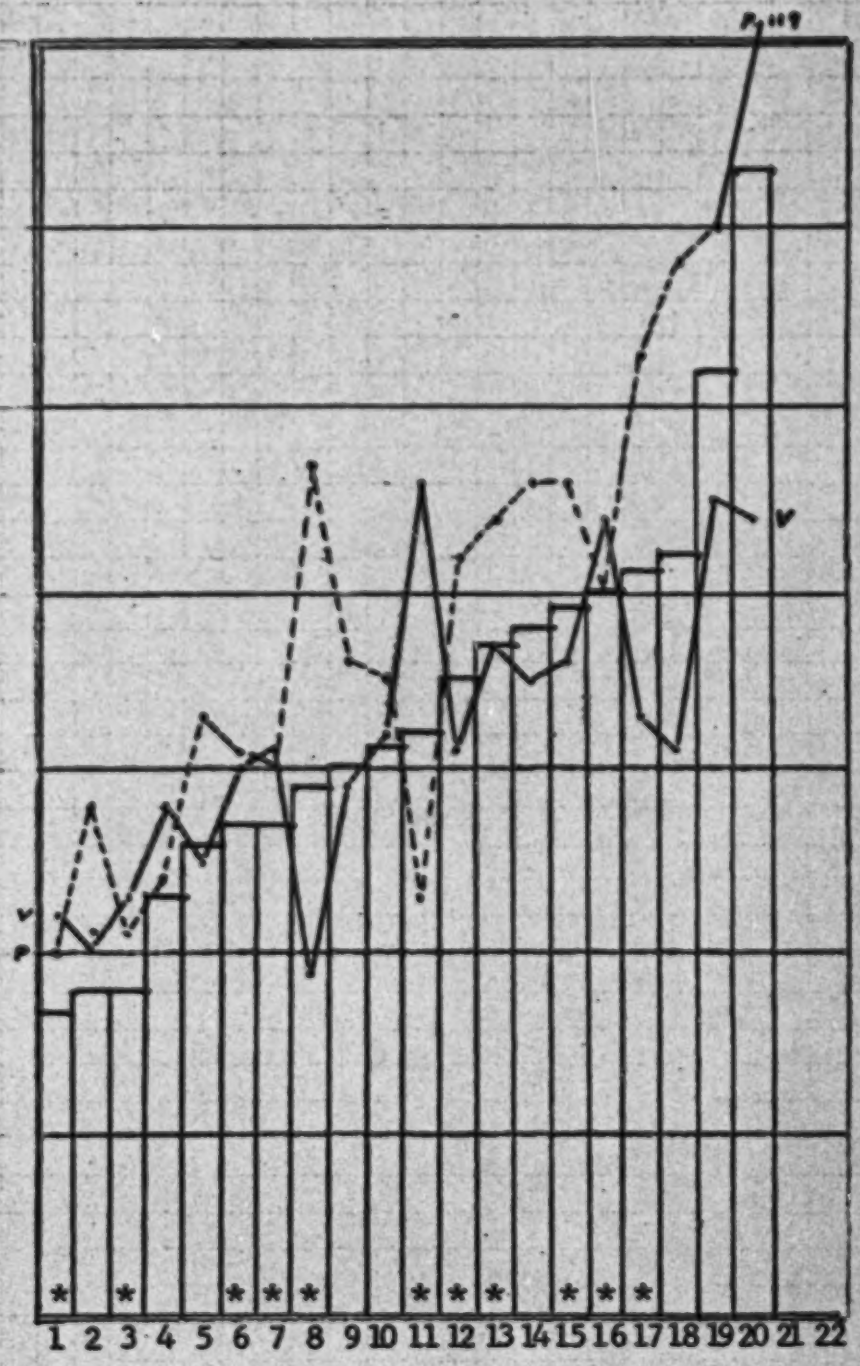
The verbal subtest scores as shown on Chart Number Ten for this group followed the same pattern as the present high school group;

CHART NUMBER 9



GRADUATES JUNE, 1964, 1965, 1966

*1966 **1965 ***1964



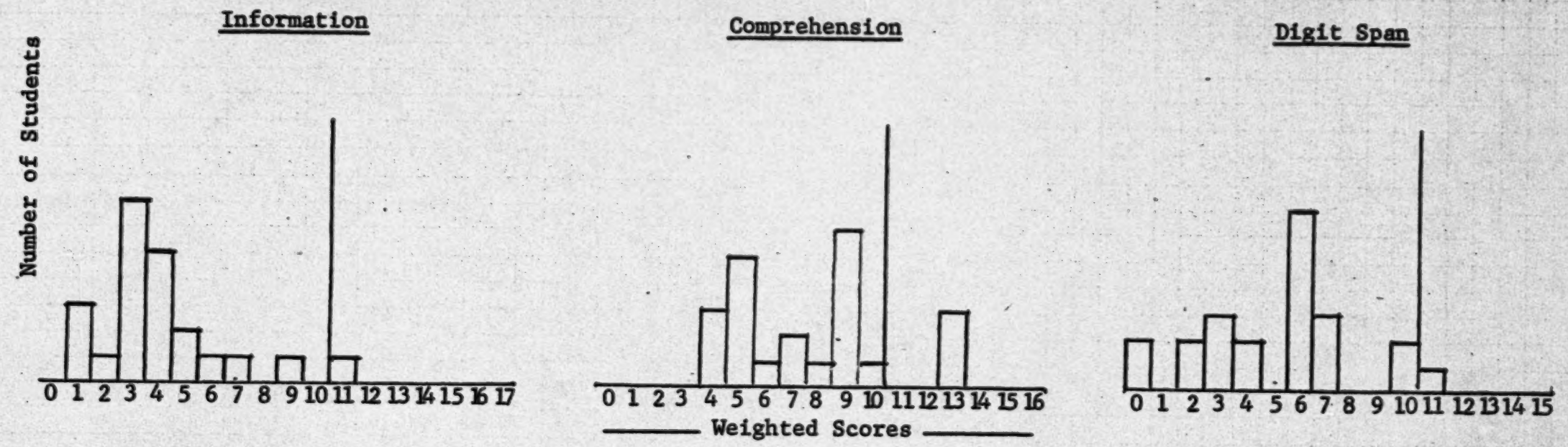
STUDENTS WHO LEFT PROGRAM **

*Students unwilling to continue.

* * Eight students - no tests available.

CHART NUMBER 10

HIGH SCHOOL GRADUATES 1964 - 1965 - 1966
Wechsler Bellevue II Verbal Subtests - Distribution of Scores: Twenty-two Students



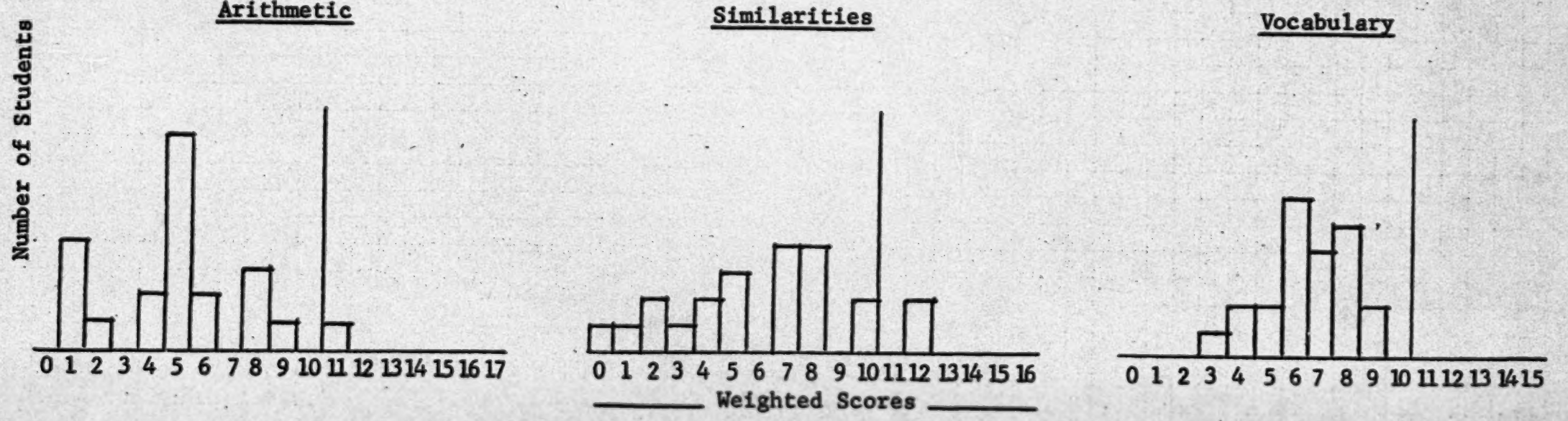
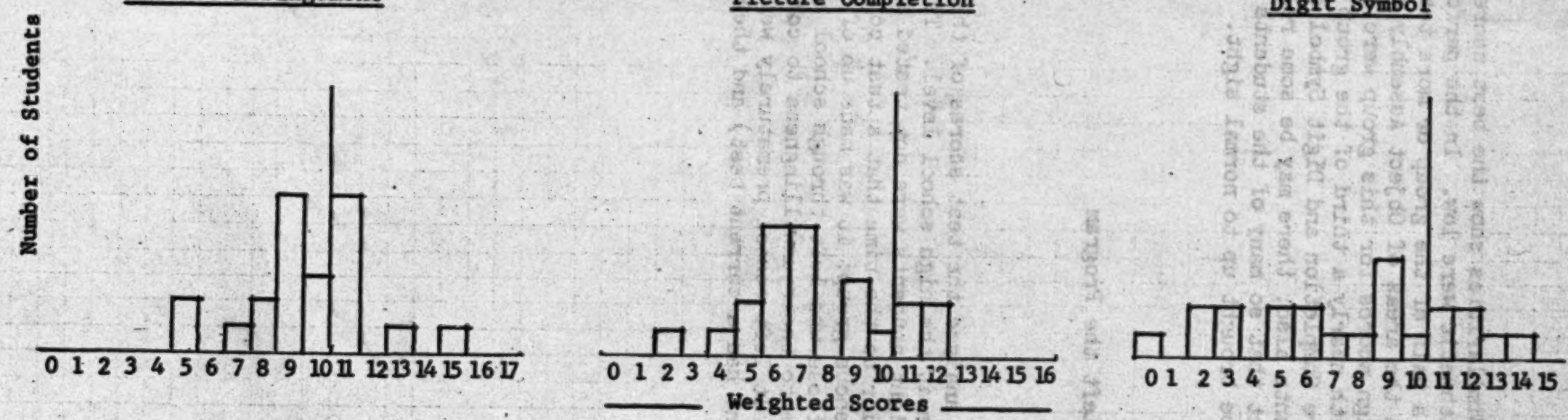
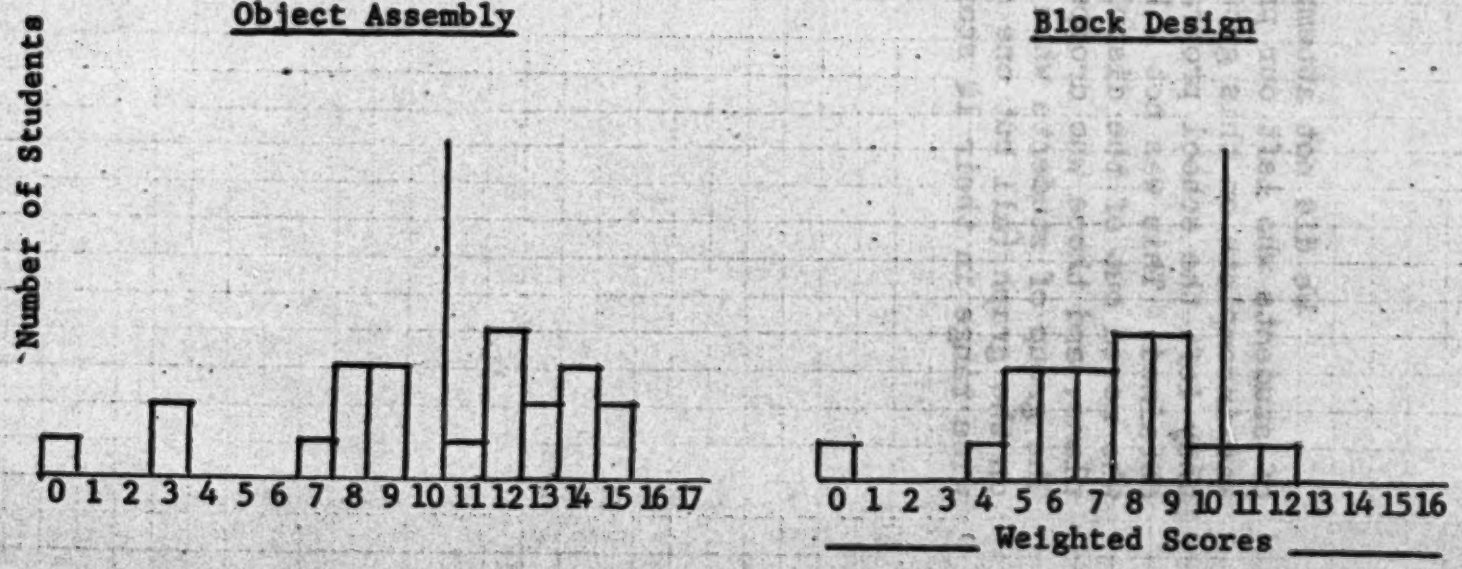


CHART NUMBER 11

HIGH SCHOOL GRADUATES 1964 - 1965 - 1966
Wechsler-Bellevue II Performance Subtests - Distribution of Scores - Twenty-two Students


Picture Arrangement
Picture Completion
Digit Symbol
Number of Students
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Weighted Scores


Object Assembly
Block Design
Number of Students
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Weighted Scores

Comprehension, Diget Span, and Similarities show the best scores while Information, Vocabulary, and Arithmetic were low. In the performance subtests, (Chart Number Eleven) a half of the group or more tested with a score of ten or better in the areas of Object Assembly and Picture Arrangement. Block Design scores for this group were higher than in the high school group with nearly a third of the group with a score of ten or above. Picture Completion and Digit Symbol continued to be low in this group of students also; there may be some relationship between this pattern and the fact that so many of the students had vision problems that could not be brought up to normal sight.

Students Who Left the Program

We did not attempt to analyze the test scores of the group of students who left our program at the high school level. Testing was incomplete on this group; eight students were not tested since they left the school program prior to the time that a test could be obtained. This was not a homogenous group; it was made up of students who moved out of the district, those who left through school approved plans, and those who dropped due to their unwillingness to continue. The group of students whom we felt left school prematurely were noted on the graph (all but one student had a current test) and there was a wide range in their IQ scores.

CHAPTER VIII

SOCIAL CHARACTERISTICS OF STUDENTS' FAMILIES

Services to Families

The social worker was the staff member who was specifically charged with the responsibility of meeting with, and talking to, the parents of each student about the project. We felt that we could not effectively work with the student in isolation from his family and that parents should be included in the project as full partners as much as possible. Parents needed to be aware that their child had the opportunity to become a client of the Division of Vocational Rehabilitation and that the services of a vocational counselor was available to the student and to them as well. Home calls were made to the parents of each high school student. We started with the families of students at the senior level, in the course of the project period, we completed calls on all families of students who moved into the high school and to the students who were preparing to enter high school in September, 1966. During these first interviews with the parents, we had the following objectives:

to interpret the school and work experience program

to enlist the support and cooperation of the parents in furthering the training plans

to open a line of communication between the parents, teachers, and vocational counselors

to encourage school visits and conferences with staff members

to obtain information concerning the family that would have a bearing on the student's performance in school and on the job

to learn the thinking of the parents in regard to the child and the vocational goals that they felt were appropriate

to determine whether the family was in need of any social services and to provide these services either directly or through referral

Parents were always interested in making time available for these visits; many times an employed parent would make special arrangements in his employment to be available for the interview. When necessary, contacts were made after normal working hours if there was some reason why both parents needed to be seen and this was the only time available. In addition to these routine "get acquainted" calls, contacts were made with families concerning specific school problems that developed in regard to their child. Teachers referred to the social worker attendance problems that were severe and which seemed to be related to problems outside of the school situation, such as, family instability, poor health, inadequate food or clothing, etc. As the social worker visited more and more families and became known to parents, there were frequent requests for contacts initiated by the parents who wanted to consult with her about specific problems that they recognized in the student's functioning at home or in the community. Many of these requests for service came from the parents of junior high school students who had become aware of the availability of help from the time their child first entered special education classes since the certification process had been handled by the project social worker and good rapport and a relationship of full partnership had been established at that time.

The data on Chart Number Twelve on the next page illustrates the types of contacts the social worker had with families. At the beginning of the project, much time was spent on orientation calls to the parents of high school students, but as more information about our students became known, there were more referrals concerning medical problems, school placements, and the students' adjustments in school. There was also a gradual shift to giving more and more services to the junior high school group. The amount of time spent on each problem varied from one contact only to those situations where weekly contacts were maintained until the problem was alleviated.

Comparison of Families' Characteristics

We did not intend to conduct any type of definitive study of the families of our students and the data obtained were a by-product of our efforts to understand the social situation in which each student was living and which contributed to his values, goals, standards, and motivations. The summary chart presented on page 77 shows how the families differed in various social characteristics when the groups were divided into those with children in the 1966 high school population, those with graduates, and those with students who dropped out of the program due to

CHART NUMBER 12

SOCIAL WORKER'S CONTACTS WITH FAMILIES*

Type of Contact	January - August 1964		1964 - 1965 School Year		1965 - 1966 School Year			
	High School	Junior High School	High School	Junior High School	Out of School	High School	Junior High School	
Orientation of parents to program	29	3	8	5	-	10	4	59
School adjustment	1	5	4	6	-	8	14	38
School visits	1	-	-	1	-	-	2	4
School placements	--	-	-	2	-	2	12	16
School attendance	2	-	10	1	-	2	1	16
Medical problems	--	-	10	11	-	19	1	41
Family problems	1	-	1	1	2	1	3	9
	34	8	33	27	2	42	37	183
	Total	42	Total	60	Total		81	

*This does not include contacts with families re certifications.

their unwillingness to continue. When a family had students in more than one grouping, the family was assigned to the high school group.

Social Characteristics of Students' Families

	1966 High School Population	Graduates	Dropouts
1. Living Arrangements			
Own parents	29	11	4
Mother & step-father	4	1	5
Mother alone	6	2	-
Father alone	1	-	-
Relatives	-	-	1
Foster home	-	1	-
Emanicipated minor	-	2	-
	40	17	10
2. Number of Siblings in Home			
None	4	3	2
1 - 2	24	11	5
3 - 4	6	2	1
5 - 6	5	-	2
more than 6	1	1	-
	40	17	10
3. Siblings in Special Class			
Yes	11	2	3
No	29	15	7
	40	17	10
4. Problem Areas (some families have multiple problems)			
Parent-child adjustments	9	9	8
Students personal adjustments:			
School	12	2	9
Home	9	3	5
Community	4	1	4
Parent-school conflict	2	-	-
Acute Medical problems	3	2	1
Family problems:			
Financial	7	1	2
Parents own adjustments	3	1	1
	49	19	30

	1966 High School Population	Graduates	Dropouts
Number of Families with problems	22	13	9
No problems	18	4	1
	40	17	10

5. Major decision maker re child

Father	10	2	1
Mother	19	4	3
Both	11	9	6
Not apply	-	2	-
	40	17	10

6. Current Service - Social Agencies

Yes	9	4	4
No	31	13	6
	40	17	10

7. Economic Status of Family

Superior	-	-	-
High	6	5	2
Average	18	6	3
Low	9	3	5
Welfare	7	3	-
	40	17	10

8. Occupation of Father

Professional	1	-	-
Own Business	4	1	2
Managerial	-	1	-
Skilled	10	5	3
Sales	3	1	-
Unskilled	12	4	4
Unemployed	4	1	1
Not apply	6	4	-
	40	17	10

	1966 High School Population	Graduates	Dropouts
9. Employed Mothers			
Yes	9	6	5
No	30	9	5
Not apply	1	2	-
	40	17	10
10. Highest Educational Level of Parents in Home			
Grades 1 - 4	-	-	-
5 - 8	8	2	2
9 - 10	4	3	1
11 - 12	6	-	2
Graduated H.S.	12	7	3
College	7	1	1
Unknown	3	2	1
Not apply	-	2	-
	40	17	10

Although most students were living with their natural parents, there was a tendency for the dropout group to come from more disturbed family situations; the majority were not living with both of their own natural parents.

The size of families were generally quite small with a large majority having two children or less. The present high school group tended to have more siblings in the program than was true of the graduate or dropout groups.

The data concerning the identification of families' problem areas was compiled at the end of the study period by the social worker who reviewed the information available concerning each family. The compilation represents the social worker's view of the family and it does not necessarily imply that the family members were aware of these problems or that they were involved in services to aid in their solution. The data are included to show the types of problems with which we felt the students and their families were coping in their daily lives. Since the students were in their adolescent years, it was not surprising to note the number of parent-child conflicts. Students who had difficulty at school also seemed to have problems adjusting at home and to a lesser extent to the larger community. The relationship between these areas can be seen in the individual profiles presented in the appendix. Families were listed as having financial problems regardless of the size of their income if they seemed to spend a disproportionate amount of time, effort, and worry concerning making their

income cover their needs. Families who were managing their budgets well were not included in this group even though they were receiving public assistance. In a few instances, the families' main problems were not related to the students but to the parents' own personality problems and adjustments. Nearly a half of the families of the high school population were thought to be without gross family problems but nearly all of the families of the dropout students seemed to have multiple problems.

We evaluated very few families where we felt that the father was the major decision maker concerning the student in our program. In most cases, the decision appeared to be made either jointly by the parents or by the mother alone.

Some of the families were receiving services from local agencies. Although most families were not known to any agency, it appeared that a greater percentage were known than was true in the general population.

Another subjective judgement was made in evaluating each family's economic status. Families with a high standard of living included those with a very adequate income, property, and a style of living that seemed beyond the means of the average family. Families were rated in the low income group if they had difficulty meeting all of their needs but who were not receiving public assistance. The families with substandard incomes represented a fairly high percentage of our students.

There was a wide range of occupations represented in our families; only a small group of fathers was unemployed. We had only one professional family among our students; most of the fathers had skilled or unskilled work of some type. There were many employed mothers in our families but very few of the low income families had mothers employed away from home. A half of the dropout group had families where the mother was employed out of the home.

Approximately a half of the parents had a high school education or more with the parents of dropouts also showing this pattern. There seemed to be no relationship between the parents' educational levels and the students' decisions to stay or leave school.

In addition to the group picture which emerged from the data, we prepared individual family profiles presented in Appendix Numbers Twenty-one, Twenty-two, and Twenty-three. These profiles show which characteristics are possessed by the individual families and make it possible to identify relationships between various factors.

CHAPTER IX

THE FOLLOW-UP PROGRAM

The Service Plan

While students were still in high school, vocational rehabilitation services were centered around the training plan of a combination of classroom work and work experiences. Once the student completed the high school program, it was hoped that he would be ready for competitive employment and that he would be able to move into the world of work independently. Where this was not possible we were geared to continue services to the student to increase his employability. Possible training plans for out of school youth included:

1. returning to school to complete his program or as a post graduate
2. receiving evaluations and training in a sheltered workshop
3. participating in an on the job training plan (paid or non-paid)
4. receiving help in locating and holding a job
5. admittance to the Job Corps
6. admittance to the Armed Services
7. other training plans for formal schooling

All of the resources of the Division of Vocational Rehabilitation continued to be available to these clients including needed medical care, training expenses, and other items needed to improve employability. In addition to help in the area of a vocational adjustment, many of these students needed counseling and guidance in their personal adjustments; this was especially true of the dropout group. The follow-up caseload included forty-one students as of September, 1966. This group was made up as follows:

Graduates	23
Released - school approved plans	4
	27

Junior high school dropouts	2
*High school dropouts	10
High school student - after marriage	1
High school student - after return to district	1
	14

Total 41

Students' Employment Patterns

Students Employed at Graduation

Since the special education program was relatively new in the Eugene schools, the first graduation of a student took place in June, 1964. There was only one student who had completed the course of study sufficiently well to be recommended for graduation. A second student was released from school at this time without graduating. In subsequent years (June, 1965 and June, 1966) eleven students were graduated each year for a total of twenty-three graduates. The students who graduated in June, 1966 were encouraged to seek employment during the last nine weeks of school and many of these students were actually working prior to graduation. We have given below the data on the employment status of each class at the time of their graduation from high school:

June, 1964

Girls		Boys
1	Waitress - parents' restaurant	-

June, 1965

Girls		Boys	
1	Summer camp counselor	1	Welder helper
1	Stock clerk - retail store	1	Warehouse - clerk
1	Cannery worker	2	Unemployed
1	Housekeeper		
3	Unemployed		
7		4	

* Two students who returned to the regular school program were not given follow-up services at their request.

June, 1966

Girls		Boys	
1	Forest Service office	1	School custodian
1	Homemaker - married	1	Dish washer
3	*Unemployed	1	Bakery helper
		1	Bus boy
		1	Manufacturing - wood
		1	Farm - own family
5		6	

Many of the jobs that the graduates obtained were directly related to their work experience placements. These included the jobs as stock clerk, welder helper, warehouse clerk, school custodian, bakery helper, and employment in a wood manufacturing shop. The jobs as summer counselor and office helper for the Forest Service were obtained through the recommendations and referrals of the project staff. The employment that students obtained independently prior to graduation were more inclined to be temporary work or jobs that required a lesser degree of skill, that is, cannery work, housekeeping, dish washing, and bus boy jobs. Although work experience employers were not expected to hire the trainees, they were frequently willing to do so if the student was able to demonstrate during the work experience placement that he could compete with other workers.

In the June, 1966 graduate group, four students did not have jobs when they graduated. Two of these students were in ill health and did not seek employment although both were felt to have good potential for competitive employment, the other two students had low employment potential and they were encouraged to return to school for post graduate work. Post graduate training had the advantage of increased flexibility of scheduling in regard to school courses and the type of work and the hours of employment were not as restrictive as for younger students.

Employment History of Students

The patterns of employment can be seen best in the amount and type of employment students have been able to maintain from the time that they left school. We have organized this data as they apply to graduates, students who left school under school approved plans, and students who were dropouts. These data are presented in chart form at the end of this chapter.

Students who completed their course of study were much more successful in getting and holding employment than the students who left

* Two students returned to school as post graduates

school prematurely. The one graduate in June, 1964 has been steadily employed in her parent's restaurant since leaving school. The next graduating class has been out of school for eighteen months as of December, 1966; the length of time that they were employed is given below:

3	18 months
3	12-13 months
2	7 - 8 months
3	5 - 6 months

One of the students in the five to six months grouping is married, another student attended business school for three months in addition to his employment.

The most recent graduating class has been out of school for only six months; their employment pattern is given below:

2	returned to school
1	housewife
6	employed for 6 months
1	employed for 4 months
1	employed for 2 months

The abilities of the students differ from class to class but the record thus far indicates that the students who were in a work experience program for the longest time seemed to have the best employment histories.

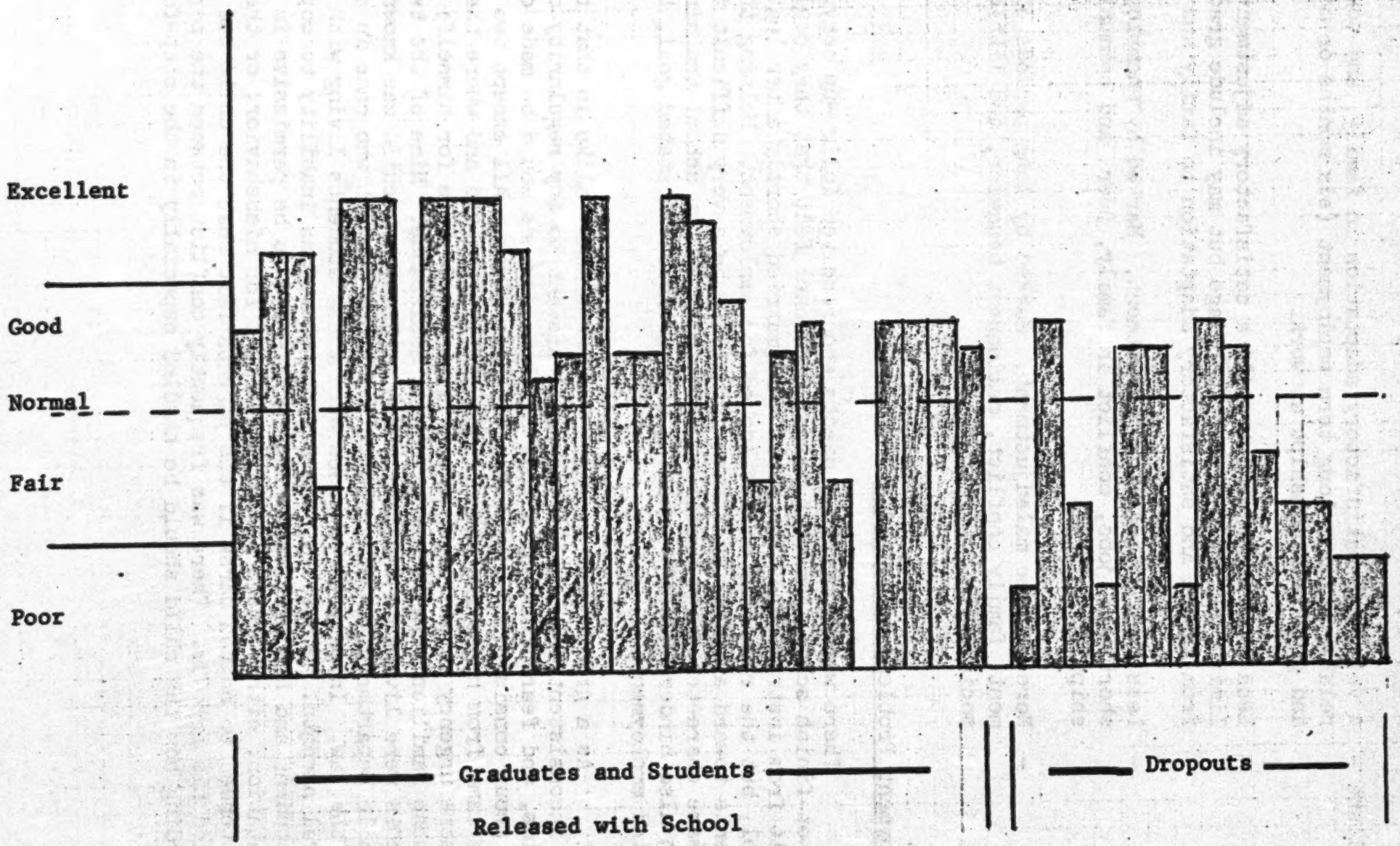
Two students left school under approved releases when they seemed to have received maximum benefits from the school program; one was able to obtain employment in a sheltered workshop and the other student continued to receive sheltered workshop training under vocational rehabilitation sponsorship. The other two students left school when they obtained suitable employment.

The dropout group is characterized by spotty employment, and by the use of other employment training resources available in the community for out of school youth. The Eugene Training Center had a vocational counselor on their staff and cases were transferred to this facility if they had a program that our students could use. Most students who were accepted under this program participated in some type of paid work experience assignment.

Chart Number Thirteen on the following page illustrates our evaluation of the overall adjustments of the students who have passed through our high school program. Again, the superior adjustment of the graduates as compared with the dropouts can be clearly seen. Our definitions of the evaluation groupings are as follows:

Chart Number 13

ADJUSTMENT EVALUATION - DECEMBER, 1966



Adjustment - A very general term which includes social, vocational, personal, economic, familial, marital, and peer adaptation.

Excellent - A very high satisfactory adaptation in family, and community relationships. Long term employment (six months or more) and good relationships at work.

Good - Less than superior but still a satisfactory adjustment. Not limited to employment or marriage but may include graduation from school and satisfactory adaptation to family and community.

Fair - Less than satisfactory adjustment. Marked by unemployment, short term jobs, conflict in family, peer, and community relationships.

Poor - More extreme maladjustment. Marked by long periods of unemployment, family conflict, delinquent behavior, and little or no social life.

Employment Problems of Dropouts

There were fourteen students who received follow-up services who did not finish school although school personnel felt that they could still profit from instruction. Two girls were married shortly after leaving school, but the remaining twelve looked for employment. Helping these students toward a better adjustment proved to be a very difficult task. The same characteristics that lead them to leave the school training situation also hindered them in working toward their own stated goal, that is, to find employment.

As a group these students were remarkably alike in that they were inconsistent, aimless, immature, resistant to any regularity of routine, and fearful of any situation where demands would be made on them. This group consisted of nine boys and three girls. All except two students came from homes that were economically deprived and where the student had some urgency in providing the necessities of life for himself; three of these families were receiving public assistance. Nine of the twelve students were living in families where at least one child was known to the Juvenile Department; in six cases, it was our student who came in conflict with the law. In only three cases were these students living with both natural parents. Generally, the parents showed an inability to cope with the student and his problems. The home tended to be permissive in its orientation; either there was no punishment for misbehavior, or the punishment tended to be too harsh if the parents felt that the child had mishandled his freedom. There was frequently conflict between the parents regarding how the child should be handled especially in the step-father homes.

Due to the youth and lack of experience of this dropout group, they frequently lacked aggressiveness and persistence in their search for employment. When employment was obtained, it was difficult for these students to function in an established routine of regularity. Other problems involved their not notifying an employer when they planned to be absent from work, not following directions given, refusing to perform the job in the manner prescribed, refusing to do certain aspects of a job that they felt was not in their area of responsibility, and carelessness regarding the work area and tools. There was also some difficulty with personal relationships with fellow employees and supervisors but these areas did not result in loss of employment as the factors mentioned previously.

School dropouts undoubtedly had a more difficult time with employment because they were younger than our graduate group and they simply were not mature enough to be competitive workers. The type of employment open to them was limited, at best, due to labor laws that protect minors, in addition, employers were reluctant to hire workers who were under eighteen years of age. The students who were the least able to function in the world of work were the same ones who were the most likely to drop from school. These students seemed to be characterized by their fear of functioning where they would reveal to themselves and to others their faults and weaknesses; this was especially true in a school situation where failure had been so acute. Although these students expressed a desire to be independent financially, there was a real fear of looking for work and functioning on a job. On many occasions employment was not found because the students had no real serious interest in finding work since they did not see themselves as capable enough to fill this type of adult role.

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status			Post School Training		Work Adjustment Evaluation
			Job	Monthly Wage	Months Employed	Type	Months	
Graduate 1.	6/64	6	*Waitress- Family Restaurant	$160	30	-	-	Good
Graduate 2.	6/65	16	Babysitting Nurse's aide *Nursery - flowers	$35-$50 $95 $160	4	On-the-job training laundry	2	Excellent
3.		16	*Cannery worker	$300	6	Business School	3.5	Excellent
4.		16	Camp Counselor Nursery School Babysitting Nursing Home *Unemployed	- $ 30 $160	1 2 Irregular	-	-	Fair
5.		16	*Restaurant Waitress	$125	18	-	-	Excellent
6.		16	*Stock clerk Retail store	$200	18	-	-	Excellent

*Present status

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status: Job	Monthly Wage	Months Employed	Post School Training: Type	Months	Work Adjustment Evaluation
7.		16	Welder-burner Forestry work *Unknown	$200 $300	7 5	-	-	Good
Graduate 8.	6/65	16	Cannery Stock clerk Custodian *Laundry-extractor	 $160 $350	2 3 days 5 5	-	-	Excellent
9.		16	Stock Clerk *Nursery - flowers	$120 $160	1 7	-	-	Excellent
10.		16	*Warehouse clerk	$300	18	-	-	Excellent
11.		16	Cannery *Housewife (9-65)	$160	5	-	-	Excellent
12.		16	Housekeeper Laundry	room/ board $160	3 4	*On-the-job training Laundry $1.25	1	Good

*Present status

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status			Post School Training		Work Adjustment Evaluation
			Job	Monthly Wage	Months Employed	Type	Months	
Graduate 13.	6/66	30	*Returned to school as post graduate	-	-	-	-	Good
14.		26	*School custodian	$321	6	-	-	Excellent
15.		26	Laundry *Unemployed	$160	2	-	-	Good
Graduate 16.	6/66	26	Dish washer-restaurant Boeing aircraft *Unemployed	$160 $300	1 3	-	-	Good
17.		26	Bakery - helper *Armed Forces	$500	5 1	-	-	Excellent
18.		26	*Forest Service-office	$325	6	-	-	Excellent

*Present Status

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status: Job	Monthly Wage	Months Employed	Post School Training: Type	Months	Work Adjustment Evaluation
19.		26	*Bus boy-restaurant	$120	6	-	-	Good
20.		26	*Family farm	-	6	-	-	Fair
21.		26	Wood products-manufacturing *Cannery	$240 $250	2 4	-	-	Good
22.		26	*Housewife (6-65)	--	-	-	-	Good
23.		30	*Returned to school as postgraduate	--	-	-	-	Fair
Approved Release 24.	6/64	6	*Sheltered workshop employment	$60	30	-	-	Good

*Present status

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status: Job	Monthly Wage	Months Employed	Post School Training: Type	Months	Work Adjustment Evaluation
Approved Release 25.	6/64	6	Nurse's aide-Nursing Home *Housewife	-	-	-	-	Good
Approved Release 26.	12/64	4	*Refuse truck-helper (Relative's business)	$300	24	-	-	Good
Approved Release 27.	9/65	11	-	-	-	*Sheltered workshop	15	Good
Dropouts 28.	3/64	3	-	-	-	Transferred main DVR office *No service	-	Poor
Dropouts 29.	6/64	6	Plywood mill Factory work Cannery *Weyerhaeuser	 $250 $400	5 1 2 7	-	-	Good
Dropouts 30.	10/64	8	Plywood Mill		1	On-the-job training *Job Corp	2	Fair

*Present Status

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status			Post School Training		Work Adjustment Evaluation
			Job	Monthly Wage	Months Employed	Type	Months	
Dropouts								
31.	11/64	3	*Welfare aid	-	-	-	-	Poor
32.	12/64	1	*Housewife (1-65)	-	-	-	-	Good
33.	12/64	4	*Housewife (10-66)	-	-	On-the-job training fry cook	2 days	Good
34.	12/64	10				Sheltered workshop Job Corps *Transfer: Eugene Training Center	2 2	Poor
35.	2/65	6	*Housewife (2-65)	--	-	-	-	Good
36.	6/65	-	*Plywood mill	$300	4	-	-	Good
37.	6/65	-	-	-	-	*Transferred Eugene Training Center	-	Fair

*Present status

SUMMARY OF WORK ADJUSTMENTS - DECEMBER, 1966 OUT OF SCHOOL STUDENTS

School Status	Date	Months in High School Program	Employment Status			Post School Training		Work Adjustment Evaluation
			Job	Monthly Wage	Months Employed	Type	Months	
Dropouts 38.	6/65	6	-	-	-	On-the-job training Landscaping *Eugene Training Center	-	Fair
39.	6/65	10	Car wash Bus boy Janitorial work Harvest crops *Unemployed		1 2 days 1	-	-	Fair
40.	10/65 10/66	4 4	Returned to school *Neighborhood Youth Corps	- $160	2 6	Sheltered Workshop	1	Poor
41.	1/66	16	Farm work Paper delivery Neighborhood Youth Corps *Unemployed	$75 $160	1 1 2	Job Corps	1 day	Poor

*Present status

CHAPTER X

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

Implications of the Project

Educational Applications

One of the challenges to educators as pointed up by our project is the need to develop a planned curriculum that is related to the total life adjustment of students and which proceeds in stages from grade to grade in a unified, coordinated manner. A planned program is needed in order to prevent gaps and duplications in instruction as the student moves through the program from the primary grades through the high school program. This type of curriculum needs to include areas of direct academic instruction as well as individual and group experiences that will contribute toward the eventual goal of adult competency. The development of a planned program needs to be worked out in the dimension of various degrees of difficulty so that students in a class who represent a wide range of abilities can participate on an appropriate level. There is nothing about the development of a planned curriculum that implies that individual programs cannot still be worked out to highlight areas that have special pertinence to a particular student. These are curriculum problems which have been worked out in the regular school courses and special education programs will need the same careful scrutiny and planning.

There are implications concerning the training of special education teachers that came out of our experiences with the project. The rapid development of special education programs has put much pressure on training centers to produce teachers who could, and who would be willing, to function in this area. When the school program involves instruction in all areas of the student's functioning rather than simply imparting knowledge, there is a need for different teaching methods and techniques, different equipment, different ways of work, and for teachers with different skills and interests. The special education teacher must be a highly creative person who can function in a flexible way in using the curriculum to meet the individual needs of each student. The personality of the special

education teacher is an important factor in the amount of growth the students can achieve. The relationships between the students and the teachers can be used therapeutically in a constant stream of reactions and interpretations that can help the student become more capable through an improved self-concept.

When work experiences are a part of the curriculum, the teacher is permitted the widest possible instructional base to help the student to grow in areas related to his vocational, social, and personal adjustments. The student can learn from many different persons including the employer, fellow employees, bus drivers, parents, and other adults who may be included as resource persons in the student's total school experience. If the school district assigns personnel of other professions to work with special education students, the teacher must be willing to adjust her ways of work to accommodate the functioning of these personnel. This includes working cooperatively with vocational counselors, social workers, school nurses, etc. in order to develop a comprehensive program for each student. The team approach implies a division of responsibility where the special education teacher is the expert on instruction in and out of the classroom while the vocational counselors and the social workers make their own unique contributions from their own areas of competence. The advantages of the team approach can be seen best in the case staffing sessions where each profession adds to the diagnostic picture of the student and a plan is developed that is based on the group's evaluation of the facts and a common understanding is reached.

The third implication of our project in the area of program planning involves the need for a strong remedial physical education program at every grade level. The health patterns of our students point up the need for this emphasis. There is an increasing interest in this specialized field by persons in physical education who recognize the need for developing units which will help each student grow physically in spite of limitations. Developments in this area is of major importance to the entire program since it has implications concerning release of anxiety, the development of poise and grace, use of leisure time, social adjustment, prestige, and self-confidence. A well handled, well developed physical education program is a vital and necessary part of an adequate special education program.

There is a special need for all personnel dealing with the student to have pertinent health data. This is especially true in the case of the school nurse and physical education instructors who are frequently confronted with the students' health problems. A detailed knowledge of the students' health patterns can help determine the type and frequency of school health checks so that areas of common malfunctioning can be watched and recommendations for follow-up care can be made to the parents.

The presence of an unusual number of student health problems also seems to indicate the need to stress meal planning, proper diets, and good health habits in the course of study of every student.

The final implication of our study in the area of education involves the identification of students who are operating in the mentally retarded range. We found that students who enter the special education program for the first time at the high school level have a very difficult time in adjusting to the program. It would appear that every effort should be made to identify students for special education prior to the high school level if the program is to be acceptable to the students and to their parents.

Vocational Rehabilitation Applications

We found that there is need for a more discriminating evaluation of mentally retarded students in order to assess their strengths and true potentials. Our experiences with retarded students in work experience placements have shown how individual and different these students can be from each other. There is nearly as much of a range in abilities and aptitudes as would be found in any group of high school students except for the one factor of their common inability to achieve in academic subjects. We tended to underestimate students who were particularly non-verbal. We needed better diagnostic tools that were not based on verbal skills to evaluate the students' true potentials. The most useful instruments that we found were the performance subtest scores of mental ability tests which could give some indications of work potential and the scores obtained on the General Aptitude Test Battery which were helpful in evaluating a student's individual set of aptitudes.

Counselors working with retarded clients need smaller caseloads than are usually handled so that time and attention can be given when they are needed. Many retarded persons are nonaggressive and passive when they are faced with new situations. The retarded person moves toward independence slowly and he is more likely to be a long term client whether he is in or out of a school setting. The students who drop from school prior to the completion of their school program are inclined to be particularly difficult clients to help due to their immaturity as well as their multitude of personal problems. Another area of potential problems in working with these clients is that although retarded persons have mental limitations, many have developed defences which include shrewd management of other people and the manipulation of situations for their own comfort and protection. They easily project the picture of not having the motivation for employment because of their fear of functioning. If the counselor can reduce this fear, the client's potential can come into play.

We believe that our project demonstrated that it was productive to give vocational rehabilitation services to retarded persons while they were still young and in their formative years. Our students showed that exposure to a work experience program could lead to increased employability and independent functioning. The problem of the unproductive retarded adult is preventable.

Summary of Insights Gained

Educational Findings

1. A strong special education program includes a planned curriculum that covers the total life adjustment of the student, is coordinated from the primary grade level through high school, and stresses the needs of the individual student.

2. Diagnostic information about the total child and an analysis of community work experiences can be used to develop individualized programs for maximum student growth.

3. Teachers can relate and coordinate the students' classroom activities and work experience if the teacher takes an active role in job supervision and evaluation.

4. There is a wide range of abilities and aptitudes among students at every class level.

5. Classroom management should include a high degree of student participation and active involvement. The subject matter should have practical applications and it should be of high interest value to the students.

6. The use of IQ scores alone is not an accurate predictor of those students who need and can benefit from a work experience program.

7. Professionals of other disciplines can function satisfactorily and effectively with professionals in education as a team within the school setting.

Vocational Rehabilitation Findings

1. Retarded students have good work potentials and most of

them can learn to be competitive workers if they have the right job, have gained satisfactory social adjustment, and have gained sufficient maturity.

2. Retarded students must be oriented to the world of work since skills and knowledge are not learned incidentally.

3. Work experiences need to be planned on a developmental basis that includes increased student responsibility and independent action. This is accomplished through required rotation on work experiences.

4. Selective placements are successful if the student and the job are matched and the student's own interests are considered.

5. Supervision is the key to a successful placement. Good supervision involves (1) visits to the job that are timed according to the needs of the student, (2) training goals that are known to the student and the employer, (3) evaluations that are done with the participation of the employer, student, and teacher.

6. Students with high performance scores on IQ tests are the most capable workers if they are not hampered with personality problems or immaturity.

Social and Personal Findings

1. The students' relationships with staff members are strong and meaningful and these relationships can be used to encourage the students' personalities to grow.

2. Maturity and growth are stimulated by successful student functioning in school and on the job in adult-like roles. Many students are fearful and nervous and react by remaining passive to avoid embarrassment.

3. Many students have limiting health problems which need to be considered in helping them to make vocational choices.

4. Students who drop out of school in spite of efforts to hold them in the school program are troubled in many different areas. They are not able to meet the expectations of their total environment.

5. Although the families of our students represent a wide economic range, there are a large number who have low incomes.

6. Parents are anxious to be partners with school personnel in planning a program for their child. Most parents would welcome

suggestions as to how they could reinforce the student's learning at home.

Conclusions Drawn from the Project Program

1. A coordinated program can be developed in a public school setting. A combination of professional skills are needed to adequately serve each child.

2. Work experience is a valid educational approach. The strengths of the students are used; students are taught in a way that they can learn and retain the practical knowledge and skills to which they are exposed.

3. The plan of using the resources of the Division of Vocational Rehabilitation and the facilities of the public schools is practical. Training can take place without a special training establishment; the plan uses what the community commonly has available.

4. Retarded students change, grow, and display improved behavior.

5. Retarded students can do a variety of jobs.

6. The students' exposure to the program increases their ease in getting and holding employment that is at least semi-skilled.

7. Students are motivated by the work experience program. They want to be independent and to build a good life for themselves and their families.

8. Individualized programs can be developed based on knowledge of the total child.

9. Parents are essential allies in the operation of the program; school personnel cannot work in isolation of the child's total environment.

10. Community acceptance can be gained to make training positions and permanent employment available; employer contacts with the retarded student changes the stereotype of the retarded person that is commonly believed.

11. To be effective, a coordinated program requires an open-

mindedness and a give-and-take spirit of cooperation at all levels by both the Division of Vocational Rehabilitation and the school district.

Recommendations

At the termination of the project in December, 1966, we would like to recommend that the cooperative relationship between the Division of Vocational Rehabilitation and the Eugene School District Number Four be continued on a permanent basis. The lines of responsibility should follow those developed during the project period and be formalized through a written agreement between the two agencies.

Every effort should be made to circulate information about the cooperative plan to other school districts in Oregon in the event that they would like to consider a similar plan. The knowledge that we have gained during the three year period will be made available to other districts so that they can use what will apply in their situations and modify the working plan to suit their local conditions.

Areas recommended for further study and research:

1. A study of our student group after two or three years to see what type of life adjustments they are able to maintain independently.

2. A more definitive study of the health problems of retarded students at all grade levels and the effects of remedial physical education programs.

3. A study to learn the techniques for the early identification of slow learners in the public schools.

4. A study of the effects of enrichment experiences on preschool children whose older siblings are in special education classes.

5. A study to develop diagnostic tools that will help in the accurate assessment of the retarded students' potentials.

APPENDIX

1. Information Sheet for Prospective Employers
2. Agreement Between School District and Employers
3. State and Federal Regulations for Trainee Programs in Public Schools
4. Requirements for Coverage Under Special Injury Accident Fund of S.I.A.C.
5. Illustration of Job Analysis
6. Student Evaluation Form - Completed by Employers
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8. Parents' Consent for Students to Participate in Work Experience Program
9. Individual Characteristics of Students - Referred for Special Education Certification High School Level
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16. Profiles of High School Students - Physical Development and Health Problems
17. Profiles of Junior High School Students - Physical Development and Health Problems
18. Profiles of Students Who will be in High School - September, 1966 Individual Psychological Assessments
19. Profiles of Students Who graduated from program June 1964 - 1965 - 1966 Individual Psychological Assessments
20. Profiles of Students - Unwilling to Continue in Program - Individual Psychological Assessments
21. Family Profiles - Students Who will be in High School Program September 1966
22. Family Profiles - Graduates of Program
23. Family Profiles - Students Unwilling to Continue in Program
24. Lay Advisory Committee Report

APPENDIX NUMBER 1

INFORMATION SHEET FOR PROSPECTIVE EMPLOYERS

A JOINT PROJECT

Eugene School District No. Four

Division of Vocational Rehabilitation

The local schools and the Division of Vocational Rehabilitation are cooperating on a joint project to provide a better educational opportunity for the academically handicapped youth of the district.

Though these high school age young people have difficulty with the academic portion of the school program most of them are capable of earning a living and being productive members of the community if given proper training. Present thinking is that the needs of these young people can best be met through a work experience program. The purpose of this demonstration project is to seek the most effective means of implementing such a program.

Present planning is to place these young people on a work training job for a portion of the day and to design a classroom program to supplement and strengthen the work experience. If weaknesses are discovered on the job, time can be devoted to devising ways of correcting these weaknesses.

In brief the work experience program operates as follows:

1. The trainee will be placed on a job during the last half of the school day. He will work from two to two and one half hours depending on bus schedules, etc.

2. He shall receive no pay for this work. This is considered training and he receives school credit in lieu of pay.

3. The State of Oregon pays the S.I.A.C. for the trainee. There is no cost to the employer.

4. The project provides continuing supervision of the trainee to assist the trainee and the employer in any way possible.

This project cannot function without the support and cooperation of individuals and businesses in the community. If you are interested in this project, your support will be appreciated. For further details, please contact Special Education, Eugene School District, 342-1151, ext. 332.

APPENDIX NUMBER 2

AGREEMENT BETWEEN SCHOOL DISTRICT AND EMPLOYERS

THE WORK EXPERIENCE PROGRAM

Eugene School District No. 4
in cooperation with the
Division of Vocational Rehabilitation

The above named agencies are cooperating in a demonstration project for special class students in the secondary school program. The purpose of this program is to provide practical work experience for students to help them to learn the social and work skills needed to become self-supporting upon the completion of their school program. The students who participate in the work experience attend high school classes for a portion of the school day and their instruction includes subjects that will help them function better on the job.

It is hoped that this statement of policies will help to define the responsibilities of the student, project personnel, and the employer.

A. General Considerations

1. No remuneration is given for work experience. Remuneration is construed to mean payment with anything of value for work done, as money, lunch, transportation, goods, or services, etc. If this provision is violated, the student would not be covered under the Special Injury Accident Fund of the State Industrial Accident Commission (Workmen's Compensation Board) in the event of a work related injury.

2. All work experience assignments will be limited to a maximum of three hours daily and will be during the school day, generally terminating at 3:00 P.M.

3. Jobs assigned to minors must conform to the regulations of the Oregon Bureau of Labor, but no work permit is required. All doubtful cases will be referred to the Bureau of Labor for a final decision. The Handbook of Teen Wage Earners of the Bureau of Labor shall serve as a general guide.

B. DVR-School Personnel Responsibilities

1. Students will be referred when it is believed that they can function in the business selected.

2. Continued supervision of the student will be done to help the student and the employer make the placement successful.

3. The student will be removed at the employers request, if after consultation, it appears that the student's functioning cannot be improved.

4. Placements are generally made for a nine week period of time, but this can be adjusted to a shorter or longer time through mutual agreement.

APPENDIX NUMBER 2 CONTINUED

5. Transportation arrangements to and from the job will be the responsibility of the school.

C. Employer Responsibilities

1. The employer will supervise and train the student in the work setting to help him to learn the tasks involved in the jobs and to help him make a good overall adjustment.

2. The employer will help to evaluate the student's performance and help identify problem areas.

3. If the employer wishes to hire the student on a part-time basis, this can be done during after school hours on the same basis as any other employee and SIAC coverage and a work permit are required if the student is under eighteen years of age.

D. Student Responsibilities

1. Notify the employer when absent from the job for any reason.

2. All rules of good conduct, courtesy, and cooperation which are expected of the student in the classroom are expected on the job. Since the work experience is part of the student's course of study any unauthorized absences are subject to the same disciplinary action as skipping other classes.

3. Students will not use private transportation for getting to and from work experience placements.

The cooperation of employers involved in this program is deeply appreciated; their unselfish contribution of time and facilities makes this program possible. If there are any questions that you would like to raise concerning this statement, or any portion of the program, please call:

Eugene School District #4, Special Education Department

APPENDIX NUMBER 3

STATE AND FEDERAL REGULATIONS FOR TRAINEE PROGRAMS IN PUBLIC SCHOOLS

1. U.S. Department of Labor, Wage & Hour & Public Contracts Divisions.
"Whether trainees or students are employees of an employer under the Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all six of the following criteria apply, the trainees or students are not employees within the meaning of the Fair Labor Standards Act:

(1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and,

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training."

2. Oregon Bureau of Labor, Wage & Hour Division.

"Re: Regulations of the State Wage and Hour Commission as they apply to work experience programs for mentally retarded pupils.

(1) Work Permits. The Wage and Hour Commission has waived the requirement for a work permit for mentally retarded pupils participating in a work experience program administered by school authorities.

Waiver of the work permit is made with the understanding that:

(a) Mentally retarded pupils are to be given school credit, but no remuneration, for completion of work experience assignments.

(b) Work assignments are for not longer than three hours per day and are operative only on school days.

(2) Hazardous Work Prohibited. Work declared hazardous for minors by the Federal Fair Labor Standards Act (involving work in establishments engaged in interstate commerce) or declared hazardous for minors by the State Wage and Hour Commission (involving establishments not engaged in interstate commerce) shall not be permitted for minors as part of a school-sponsored work experience program for mentally retarded pupils. Types of work declared hazardous are listed in the "Teen Wage Earner's Handbook" available from the Bureau of Labor, Salem or Portland.

(3) Working Conditions for Mentally Retarded Trainees. Regulations of the Wage and Hour Commission concerning time for meal periods, rest breaks, facilities for employees, etc., shall apply to mentally retarded trainees. Only the minimum wage regulation is waived; all other regulations for the protection of minors in the industry shall apply to mentally retarded pupils in work experience programs.

(4) Either the mentally retarded pupil must be classed as a school-sponsored work experience trainee and receive no compensation; or he must be paid the established minimum wage as part of normal employer-employee relationship, and a permit must be obtained for his employment."

APPENDIX NUMBER 4

REQUIREMENTS FOR COVERAGE UNDER SPECIAL INJURY ACCIDENT FUND OF THE STATE INDUSTRIAL ACCIDENT COMMISSION

Oregon Revised Statutes 655.405 to 655.450 in brief:

Definitions:

1. Employer - person providing on-job training
2. Employment - work experience without pay
3. Trainee - mentally retarded minor in special education, participating in on-job training.

O.R.S. 655.410 states that every trainee shall receive benefits provided; the injury is caused by or is a result of his employment, with or without negligence on his part, when such injury is not self-inflicted. It further provides that this is the exclusive remedy of the trainee or his beneficiary.

O.R.S. 655.415 provides benefits as in any other case except that:

1. No pay will be made for lost wages.
2. Costs of rehabilitation services shall be paid out of the Special Injury Fund provided by O.R.S. 655.445
3. Maximums will not exceed $7,500.00.

O.R.S. 655.420 Claims are made in the same manner as for other employees. They must be made within 90 days.

O.R.S. 655.425 If the claimant is not satisfied with the decision of the commission, they may appeal the case to the court.

O.R.S. 655.435 Employers to keep records; evidentiary effect.

1. Every employer of a trainee shall maintain a record of the name and and address of the trainee and a description of the work performed by such trainee.
2. Records shall be open to inspection by commission and employers may be asked to furnish information as required for administration of the law.
3. This information shall be the evidence on which the commission may rely in paying claims.

O.R.S. 655.450 The funds available for the act shall first pay the cost of administration and shall then be used to pay claims on an order of filing basis.

APPENDIX NUMBER 5

ILLUSTRATION OF JOB ANALYSIS

JOB PROFILE E-2

Job Title: Waitress (Hi Ho Cafe)

Job Group: E - Personal Service (Food)

General Description: Serves food to patrons, sets and clears tables, writes checks, takes money. Helps in preparation of food and facilities. Prepares drinks.

Possible DOT Reference: Waitress 2-27.12

Job Activities:
Sweeps floors.
Clears and cleans tables and counters.
Refills various containers.
Prepares coffee, shakes, sodas and etc.
Helps in the preparation of food.
Takes orders.
Sets-up table.
Serves food.
Writes check.
Takes money.
May help in kitchen clean-up and dish washing.

Requirements:
Ability to write orders.
Ability to make change.
Memory for order and customers.
Ability to remain on feet for long periods of time and adjust to changes in pace.
Memory for preparation of various drinks.

Personal characteristics:
Must meet customers.
Must work under pressure during rush periods.
Must be able to meet the physical demands of the job.
Must be able to take orders from supervisor, immediately and without question.

APPENDIX NUMBER 6

STUDENT EVALUATION FORM - COMPLETED BY EMPLOYERS

EVALUATION CARD Student_____ Position_____ Employer_____	Rating Scale **1. Meets standards for exceptional employee 2. Meets standards for employment 3. Fairly satisfactory 4. Needs Improvement 5. Definitely not good enough **Circle appropriate number. Compare student to standards for regular employees.
General Behavior and manners	1 2 3 4 5
Amount of Work	1 2 3 4 5
Quality of Work	1 2 3 4 5
Care of Tools and Materials	1 2 3 4 5
Promptness and Attendance	1 2 3 4 5
Appearance	1 2 3 4 5
Attitude toward Work	1 2 3 4 5

In your estimation would this person be a good permanent employee at this time?

_____

Comments:_____

_____

_____

Date _____

Employer_____

Employee_____

APPENDIX NUMBER 7

PROGRESS CHART - RECORDS KEPT BY STUDENTS OF EVALUATIONS BY EMPLOYERS

PROGRESS CHART

Name _____

Rating Scale
1. Meets standards for exceptional employee
2. Meets standards for employment
3. Fairly satisfactory
4. Needs improvement
5. Definitely not good enough

Evaluation Period													
General Behavior and Manners	1												
	2												
	3												
	4												
	5												
Amount of Work	1												
	2												
	3												
	4												
	5												
Quality of work	1												
	2												
	3												
	4												
	5												
Care of Tools and Materials	1												
	2												
	3												
	4												
	5												
Promptness and Attendance	1												
	2												
	3												
	4												
	5												
Appearance	1												
	2												
	3												
	4												
	5												
Attitude toward Work	1												
	2												
	3												
	4												
	5												

APPENDIX NUMBER 8

PARENTS' CONSENT FOR STUDENTS TO PARTICIPATE IN WORK EXPERIENCE PROGRAM

Dear Parents:

An important part of our program for students in Special Education Classes is to prepare them to become successful citizens and home members. Skills must be learned so that they can have experiences with occupations in which they can succeed. These experiences should be provided as a part of the school program and on school time to a considerable extent.

In order that your children can be scheduled in such a work experience program, it is necessary that the parents give written consent for their son or daughter to spend a portion of the school day in a work training experience.

The employers who are kind enough to accept these pupils and supervise their activities are not expected to pay them for their services. Pupils must demonstrate good attitudes and work habits on the job in order to acquire the skills needed by successful employees.

Parents are requested to sign the following statement and return it to the school as early as possible.

Lloyd H. Gillett, Director
Special Education Department

We, the parents of _____ give our consent for him or (her) to be assigned to in-school and community work experience positions. The school district will accept the responsibility for transportation and safety of this pupil to and from the job. We realize that this experience is a part of the school program for which school credit is given to the pupil.

Parent_____

Date_____

APPENDIX NUMBER 9

INDIVIDUAL CHARACTERISTICS OF STUDENTS - REFERRED FOR SPECIAL EDUCATION - SENIOR HIGH SCHOOL LEVEL

Level in School	Sex M	Sex F	Age	Referred by: School	Referred by: Others	Referred School has Spec Ed Class?	Date of Last I.Q.	Test and Scores	Disposition of Referral: Parents Object	Test Ineligible	Disp of For other Reasons	Certified
January - June 1964												
1. Soph	-	x	15-9	x	-	No	5-22-64	WB 86,63,72	-	-	-	x
2. Soph	-	x	17-0	-	x	-	1-27-64	WB 89,91,90	-	x	-	-
3. Soph	x	x	17-6	-	x	-	9-12-60	Binet 62	-	-	x	-
4. Soph	x	-	16-11	x	-	No	1-11-63	Binet 67	-	-	x	-
School Year 1964-1965												
5. Junior	-	x	17-9	-	x	-	8-24-64	WB 77,84,77	-	-	-	x
6. Soph	-	x	16-3	x	-	Yes	9-8-64	WB 72,59,61	-	-	-	x
7. Soph	x	-	16-2	x	-	No	9-21-64	WB 81,67,72	x	-	-	-
8. Soph	x	-	16-5	x	-	No	9-2-64	WAIS 78,81,78	-	x	-	-
9. Soph	x	-	15-8	-	x	-	10-28-64	WB 75,96,83	-	-	-	x
10. Soph	x	-	17-3	-	x	-	10-14-64	WAIS 80,70,74	-	-	-	x
11. Soph	-	x	16-4	x	-	No	1-28-65	Binet 63	-	-	-	x
*12. Soph	x	-	17-6	x	-	Yes	1-14-65	WB 63,61,58	-	-	-	x
School Year 1965-1966												
13. Junior	-	x	19-6	-	x	-	5-28-65	WISC 71,51,58	-	-	-	x
14. Soph	x	-	15-10	-	x	-	8-31-65	WB 59,87,69	-	-	-	x
15. Soph	-	x	15-3	x	-	No	9-9-65	WB 81,71,73	-	-	x	-
16. Junior	x	-	18-0	-	x	-	11-17-65	WB 75,78,73	-	-	-	x

* Indicates Same Student as # 4

APPENDIX NUMBER 10

INDIVIDUAL CHARACTERISTICS OF STUDENTS - REFERRED FOR SPECIAL EDUCATION - JUNIOR HIGH LEVEL

Level in School	Sex M	Sex F	Age	Referred by: School	Referred by: Others	Referred School has Spec Ed Class?	Date of Last I.Q.	Test and Scores	Disposition of Referral: Parents Object	Test Ineligible	Disp of For other Reasons	Certified
January - June 1964												
1. 8th	-	x	14-1	x	-	Yes	1-64	WBI 68	x	-	-	-
2. 7th	-	x	13-2	x	-	Yes	2-3-64	WBI 78,99,89	-	x	-	-
3. 7th	x	-	13-8	-	x	-	4-22-64	WISC 67,71,66	-	-	x	-
4. 7th	x	-	14-6	x	-	Yes	5-18-64	WISC 53,48,46	-	-	-	x
5. 8th	-	x	15-2	x	-	Yes	1-6-65	WB 80,77,76	-	-	x	-
6. 8th	-	x	15-2	x	-	Yes	1-8-65	WBI 65,58,57	-	-	x	-
School Year 1964-1965												
7. 9th	x	-	15-1	-	x	-	4-6-64	WISC 55,107,77	-	-	-	x
*8. 9th	-	x	14-9	x	-	Yes	1-64	WBI 68	x	-	-	-
9. 8th	-	x	14-9	x	-	Yes	9-24-64	WBI 61,82,68	-	-	x	-
10. 7th	x	-	12-10	x	-	No	11-5-63	WISC 75,79,75	-	-	x	-
11. 9th	-	x	16-0	x	-	Yes	9-2-64	WISC 61,65,60	-	-	-	x
12. 7th	x	-	13-6	x	-	No	10-28-64	WBII 68,84,74	x	-	-	-
13. 7th	x	-	13-4	x	-	Yes	10-27-64	WBII 71,83,74	x	-	-	-
14. 7th	x	-	14-7	x	-	Yes	10-26-64	WBII 66,76,67	x	-	-	-
15. 9th	x	-	15-7	x	-	Yes	10-27-64	WBI 67,86,75	-	-	x	-
16. 7th	-	x	13-3	x	-	Yes	10-28-64	WBII 65,72,65	x	-	-	-
17. 8th	x	-	15-6	x	-	Yes	10-22-64	Binet 63	*x	-	-	-
18. 9th	x	-	15-5	-	x	-	11-10-64	WBII 65,73,66	-	-	-	x
19. 9th	-	x	15-4	x	-	Yes	10-20-64	WBII 69,90,77	-	-	x	-
20. 9th	-	x	14-4	-	x	-	2-26-65	WISC 77,96,85	-	x	-	-
**21. 9th	-	x	15-9	x	-	Yes	1-6-65	WB 80,77,76	-	-	-	x
***22. 9th	-	x	15-9	x	-	Yes	1-8-65	WBI 65,58,57	-	-	-	x
****23. 9th	-	x	15-7	-	x	-	10-20-64	WBII 69,90,77	-	-	-	x
24. 9th	-	x	15-11	x	-	No	2-12-65	WBII 75,59,65	-	-	-	x
25. 7th	x	-	12-10	-	x	-	6-15-65	WBII 64,86,73	-	-	-	x
26. 7th	x	-	13-11	x	-	Yes	4-16-65	WBI 52,66,54	-	-	-	x
27. 9th	x	-	15-10	x	-	No	4-23-65	WBII 77,75,74	-	-	-	x
28. 8th	-	x	13-10	-	x	-	5-12-65	WISC 66,62,61	-	-	-	x
29. 6th	x	-	13-2	x	-	No	5-4-65	WB 63,92,75	-	-	x	-
30. 6th	x	-	14-2	x	-	No	10-23-64	WISC 72,86,77	-	-	-	x
31. 6th	-	x	13-4	x	-	No	4-16-65	WISC 80,78,77	-	-	-	x
32. 7th	-	x	13-2	x	-	No	5-10-65	WB 65,80,70	-	-	-	x

* Same student as #1 **Same student as #5 ***Same student as #6 ****Same student as #19

* Student previously certified

INDIVIDUAL CHARACTERISTICS OF STUDENTS REFERRED FOR SPECIAL EDUCATION - JUNIOR HIGH SCHOOL LEVEL

	Level in School	Sex M	Sex F	Age	Referred by: School	Referred by: Others	Referred School has Spec Ed Class	Date of Last I.Q.	Test and Scores	Disposition of Referral: Parents Object	Test Ineligible	Disp of For other Reasons	Certified
School Year 1965-1966													
33.	9th	-	x	15-0	-	x	-	8-30-65	WISC 72,71,69	-	-	x	-
*34.	7th	x	-	13-6	x	-	No	5-4-65	WISC 63,92,75	-	-	-	x
35.	8th	-	x	14-10	-	x	-	9-2-65	WISC 79,67,70	-	-	x	-
36.	7th	x	-	13-5	x	-	Yes	10-7-65	WB 75,71,69	-	-	-	x
37.	7th	x	-	13-9	x	-	Yes	6-10-65	WB 63,77,66	-	-	-	x
38.	9th	-	x	14-9	x	-	Yes	1-27-66	WB 60,70,62	x	-	-	-
39.	7th	-	x	13-5	x	-	Yes	2-24-66	WB 68,99,82	x	-	-	-
40.	9th	-	x	14-11	x	-	No	4-1-66	WB 72,85,76	-	-	x	-
41.	7th	x	-	13-1	x	-	No	4-26-66	WB 71,96,82	-	-	-	x

*Same student as #29

APPENDIX NUMBER 11

INDIVIDUAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS - ADDED TO PROGRAM

Class Level	Sex M	Sex F	Age	In-District Regular Class	In-District First Year	Out of District Previous Spec. Ed.	Out of District Regular Class	School Status June, 1966	No. of Months In Program Since Jan 1964	Date of Last I.Q. Test	Test and Scores	Gain or Loss
January - June, 1964												
1. Soph	-	x	15-10	x	No	-	-	Returned regular program, Sept 1965	16	5-22-64	WBII 86,63,72	Loss
2. Soph	-	x	15-10	-		x	-	Graduating Senior	26	6-29-64	WBII 85,95,89	Gain
3. Soph	-	x	17-2	-		x	-	Moved out of State June, 1965	14	4-13-64	WBII 68,64,63	Loss
September 1964-June 1965												
4. Senior	-	x	19-9	-		x	-	Graduated-June 1965	5	3-18-65	WBII 81,80,77	Gain
5. Junior	-	x	17-10	-		-	x	Returned regular program, Dec 1964	4	3-24-64 3-24-64	WBII 77,84,77 Binet 61	No Info
6. Junior	-	x	18-4	x	No	-	-	Withdrew-Over 18	1	11-3-64	WAIS 71,82,75	None
7. Soph	-	x	16-3	-		-	x	In School	20	9-8-64	WBII 72,59,61	No Info
8. Junior	x	-	16-8	-		x	-	Moved from district	2	6-8-59	WI 71,65, 2	Gain
9. Soph	x	-	17-6	-		-	x	Withdrew-over 18	6	1-14-65	WBII 63,61,59	Loss
10. Soph	-	x	16-5	x	No	-	-	In School	15	1-28-65	Binet 63	Loss
11. Soph	x	-	17-5	-		-	x	In School	12	2-26-65	WBII 72,75,70	Loss
12. Soph	-	x	17-8	-		x	-	In School	13	5-3-65	WBII 80,64,67	Loss
13. Soph	x	-	15-9	x	Yes	-	-	In School	12	4-23-65	WBII 77,75,74	No Info
September 1965-June 1966												
14. Junior	x	-	18-0	-		x	-	In School	8	11-17-65	WBII 75,78,73	None
15. Junior	-	x	19-7	-		-	x	In School	10	5-28-65	WISC 71,51,58	No Info
16. Soph	-	x	17-5	-		x	-	In School	10	11-30-65	WI 70,94,80	Loss
17. Soph	x	-	15-11	x	No	-	-	Excused for training Placement	2	3-31-65	WI 59,87,69	Loss

APPENDIX NUMBER 12

INDIVIDUAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS - UNWILLING TO CONTINUE IN PROGRAM

Reason for Withdrawal	Sex M	Sex F	Level in School Soph.	Level in School Jr	Level in School Senior	Age Dropped	Students Plans	Work Adjustment	No. of Months in H.S. Program	Date Certified for Spec. Ed.	Date of last IQ Test	Test and Scores
1963-1964												
Found Employment	x	-	x	-	-	17-4	Work at current job	Worked very irregularly	6	6-58	4-16-64	WB 73,93, 81 G
Attendance Problem	x	-	x	-	-	16-8	Seek employment	Worked very irregularly	3	6-58	12-13-63	WB 77,65, 67 G
1964-1965												
Returned to regular school	-	x	-	x	-	17-5	Continue School Grad. with Atten. cert.	Still in school	16	2-64	5-22-64	WB 86,63, 72 L
	-	x	-	x	-	18-2	" "	" "	4	1-65	8-24-64	WB 77,84, 77 N
											8-24-64	Binet 61 L
Attendance	x	-	x	-	-	16-8	Seek employment	Worked very irregularly	10	1-60	8-17-64	WISC 70, 71,67 L
	-	x	x	-	-	16-7	" "	Not worked	3	1-61	7-8-64	WB 76,86, 79 G
	-	x	x	-	-	17-1	" "	" "	4	2-58	12-26-64	WB 62, 60,57 G
Over 18	-	x	-	x	-	18-5	Planned to be married	Married	1	1-58	11-3-64	WAIS 71, 82,75 None

APPENDIX NUMBER 12 CONTINUED

INDIVIDUAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS - UNWILLING TO CONTINUE IN PROGRAM

Reason for Withdrawal	Sex M	Sex F	Level in School Soph.	Level in School Jr	Level in School Senior	Age Dropped	Students Plans	Work Adjustment	No. of Months in H.S. Program	Date Certified for Spec. Ed.	Date of last IQ Test	Test and Scores
Over 18	x	-	-	-	x	18-0	Seek employment	Worked very irregularly Job Corp	8	2-63	11-2-61	WB 69,87 74 G
	x	-	x	-	-	18-2	Seek employment	Employment NYC	6	3-65	1-14-65	WB 63,61 58 L
1965-1966 Behavior Problem	x	-	x	-	-	16-1	Seek employment	Worked very irregularly	2	10-65	8-31-65	WB 59,87 69 L
Attendance	x	-	-	x	-	16-8	Seek employment	Works farm jobs irregular	15	3-60	12-14-64	WB 84, 80,80 G

APPENDIX NUMBER 13

INDIVIDUAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS - GRADUATES OF THE PROGRAM

	Sex M	Sex F	Age at Graduation	Date of Last IQ Test	Test and Scores	Gain or Loss	Number of Months in High School Program since 1-1964	Date Cert. for Special Education
June, 1964								
1.	-	x	20-8	5-4-64	WBII 72,72,69	Gain	6	9-58
June, 1965								
2.	-	x	20	5-20-64	WBII 81,92,85	Gain	16	12-57
3.	-	x	19-1	8-18-64	WBII 89,77,81	Gain	16	2-62
4.	x	-	20-10	8-28-64	WBII 96,87,92	Gain	16	3-58
5.	-	x	20-1	3-18-65	WBII 81,80,77	Gain	5	1-60
6.	-	x	18-6	6-24-64	WBII 72,81,70	Loss	16	10-59
7.	-	x	17-10	6-19-64	WBII 83,99,90	Gain	16	1-58
8.	-	x	18-9	9-1-64	WBII 77,95,84	Gain	16	9-59
9.	x	-	18-6	7-7-64	WBII 79,101,88	Gain	16	10-59
10.	x	-	18-8	6-25-64	WBII 70,91,78	Gain	16	1957
11.	x	-	18-6	7-2-64	WBII 86,61,72	Gain	16	2-58
12.	-	x	19-3	4-8-64	WBII 72,106,87	Gain	14	11-57

INDIVIDUAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS - GRADUATES OF THE PROGRAM

	Sex M	Sex F	Age of Graduation	Date of Last IQ Test	Test and Scores	Gain or Loss	Number of Months in High School Program since 1-1964	Date Certified for Special Education
June, 1966								
13.	-	x	19-0	6-16-64	WB II 57-81-64	Gain	26	9-59
14.	x	-	18-11	7-3-64	WB II 52-56-50	Loss	26	11-59
15.	-	x	18-7	4-3-64	WB II 63-102-79	Gain	26	6-60
16.	-	x	20-5	1963	WAIS 55-55-52	Gain	26	9-63
17.	x	-	19-1	3-24-64	WB II 105-85-95	Gain	26	1-61
18.	x	-	18-9	6-26-64	WB II 75-103-86	Gain	26	9-58
19.	x	-	17-5	7-9-64	WB II 57-77-64	Loss	26	2-61
20.	x	-	18-8	6-26-64	WB II 88-108-101	Gain	26	5-61
21.	x	-	18-6	6-30-64	WB II 85-109-97	Gain	26	10-59
22.	-	x	19-2	6-29-64	WB II 85-95-89	Gain	25	12-63
23.	-	x	19-5	3-13-64	WB II 72-71-68	Gain	26	11-61

APPENDIX NUMBER 14

INDIVIDUAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL STUDENTS ADDED TO THE PROGRAM

Class Level	Sex M	Sex F	Age	In-District Regular Class	In-District First Year	Not in Public School	Out of District Previous Spec. Ed.	Out of District Regular Class	School Status June, 1966	No. of Months In Program Since Jan 1964	Date of Last I Q Test	Test and Scores	Gain or Loss
January-June, 1964													
1. 7th	x	-	13-8	-		-	-	x	Moved-April 64	1	4-22-64	WISC 67,71,66	No Info
School Year 1964-1965													
2. 9th	-	x	16-0	-		-	x	-	In school	20	9-2-64	WB 61,65,60	No Info
3. 7th	x	-	16-3	-		x	-	-	Moved Jan 65	4	8-30-64	Binet 51	Loss
4. 9th	-	x	15-10	-		-	-	x	In school	18	12-10-65	WB 73,83,78	Gain
5. 7th	x	-	15-5	x	No	-	-	-	Reg. school Jan65	2	10-27-64	WB 71,83,74	Loss
6. 7th	x	-	14-8	x	No	-	-	-	" " "	2	10-26-64	WB 66,76,67	Loss
7. 7th	-	x	15-9	-		-	x	-	In school	16	1-6-65	WB 80,77,76	Same
8. 7th	-	x	15-9	-		-	x	-	In school	16	1-8-65	WB 65,58,57	Loss
9. 7th	x	-	13-11	-		-	-	x	Moved-May 65	2	4-16-65	WB 52,66,54	No Info
10. 8th	x	-	15-3	-		-	-	x	In school	20	3-17-65	WB 78,82,76	Same
11. 9th	x	-	17-4	-		-	x	-	Withdrew-over 18 June 65	8	5-7-65	WB 75,58,61	Loss
12. 9th	x	-	15-5	-		-	x	-	Moved-Feb 65	4	11-10-64	WB 65,73,66	Loss
13. 9th	x	-	15-7	-		x	-	-	In school	15	4-6-64	WISC 55,107,77	No Info
14. 8th	x	-	13-2	-		-	-	x	Moved-Jan 66	10	9-18-62	WISC 66,82,72	No Info
15. 7th	x	-	13-5	-		-	-	x	Moved-June 65	4	9-57	Binet 67	No Info
16. 9th	-	x	15-9	x	Yes	-	-	-	Excused-attendance June 65	3	11-4-64	Binet 74	No Info
17. 9th	-	x	16-1	x	Yes	-	-	-	In school	13	2-12-65	WB 75,59,65	Same
School Year 1965-66													
18. 7th	-	x	14-10	-		-	-	x	Moved-Oct 65	1	9-2-65	WISC 79,67,70	No Info
19. 7th	x	-	13-4	-		-	-	x	In school	10	6-15-65	WB 64,86,73	Same
20. 7th	x	-	14-6	x	No	-	-	-	Moved-Oct 65	1	10-23-64	WI 72,86,77	Gain
21. 7th	-	x	13-8	x	No	-	-	-	In school	10	4-16-65	WISC 80,78,77	Loss
22. 8th	x	-	13-6	x	Yes	-	-	-	Moved-Oct 65	2	5-4-65	WI 63,92,75	Gain
23. 7th	x	-	12-5	-		-	-	x	Moved-Nov 65	3	8-64	WISC 75,74,72	Loss
24. 8th	-	x	13-6	x	Yes	-	-	-	In School	10	5-10-65	WB 65,80,70	
25. 7th	-	x	13-1	x	No	-	-	-	Moved-March 65	6	1-21-64	WB 79,76,75	Gain
26. 8th	x	-	14-2	x	Yes	-	-	-	In school	9	12-3-62	WISC 72,76,72	Gain
27. 9th	-	x	15-10	-		-	-	x	In school	3	7-31-64	Binet 64	

INDIVIDUAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL STUDENTS ADDED TO THE PROGRAM

Class Level	Sex M	Sex F	Age	In-District Regular Class	In-District First Year	Not In Public School	Out of District Previous Spec. Ed.	Out of District Regular Class	School Status June, 1966	No. of Months In Program Since Jan 1964	Date of Last I Q Test	Test and Scores	Gain or loss
School Year 1965-1966 (Continued)													
28. 7th	x	-	13-9	x	Yes	-	-	-	In school	9	6-10-65	WB 63,77,66	Loss
29. 7th	-	x	12-8	-		-	-	x	In school	9	12-15-61	WI 79,76,75	No Info
30. 7th	x	-	13-5	x	No	-	-	-	In school	9	10-7-65	WB 75,71,69	Loss
31. 7th	x	-	13-2	-		-	-	x	In school	6	9-2-65	WISC 74,64,67	Loss
32. 8th	-	x	15-5	x	No	-	-	-	In school	6	2-15-62	Binet 61	None
33. 8th	-	x	14-7	x	Yes	-	-	-	In school	5	5-12-65	WISC 66,62,61	No Info
34. 8th	x	-	10-10	-		-	-	x	In school	4	5-4-65	WI 63,92,75	Gain
35. 9th	-	x	14-11	x	Yes	-	-	-	Moved-April 66	1	4-1-66	72,85,76	Loss
36. 7th	x	-	14-1	x	No	-	-	-	In school	1	4-26-66	WB 71,96,82	No Info
37. 9th	-	x	16-3	-		-	-	x	In school	6	4-14-65	WB 60,56,53	None

APPENDIX NUMBER 15

INDIVIDUAL CHARACTERISTICS OF JUNIOR HIGH SCHOOL STUDENTS UNWILLING TO CONTINUE IN PROGRAM

Reason for Withdrawal	Sex M	Sex F	Level in School 7	8	9	Age Dropped	Student Plans	Work Adjustment	Number of Months in Junior High Program	Date Certified Program Spec. Ed.	Date of Last IQ Test and Scores	Loss or Gain
January - June 1964												
None												
School Year 1964-1965 and Summer Losses												
Returned to regular school program	x	-	x	-	-	15-7	Continue school	--	2	--	10-27-64 WB 71,83, 74	Loss
	x	-	x	-	-	14-10	Continue school	--	2	--	10-26-64 WB 66,76, 67	Loss
Over 18	x	-	-	-	x	18-0	Seek employment	Irregular farm employment	8	9-63	5-7-65 WB 75,58, 61	Loss
Attendance	-	x	-	-	x	16-0	Seek employment	NYC Training	3	5-65	11-4-64 Binet 74	Loss

APPENDIX NUMBER 16

PROFILES OF HIGH SCHOOL STUDENTS - PHYSICAL DEVELOPMENT AND HEALTH PROBLEMS

	STUDENTS																																						
BIRTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Premature				x			x							x	x		x	x								x			x										
Birth defect - diagnosed	x			x													x	x																					
EARLY CHILDHOOD																																							
Parents aware of retardation	x		x	x				x		x			x							x			x			x			x						x				
Feeding Problems					x	x					x		x										x						x										
Acute illnesses				x		x	x		x		x		x				x				x	x	x		x	x	x		x	x	x	x			x				
Late speech development	x		x	x	x					x		x	x					x	x	x			x			x				x	x				x				
SCHOOL OBSERVATIONS																																							
Over-weight					x			x								x					x		x																
Poor coordination					x					x							x	x					x			x			x							x				
Immature development-physical		x														x		x					x			x	x		x	x						x			
Excess absences-due to illness		x					x				x											x			x														
Excess nervousness	x		x				x			x		x				x		x	x				x		x	x	x												
RESULTS OF DVR MEDICAL EVALUATION																																							
Good Health-no problems			x					x				x		x	x	x					x									x						x				
Convulsive disorder																						x																	
Cerebral palsy-diagnosed																		x																					
Cerebral palsy-suspected																																x							
Respiratory conditions																									x														
Thyroid imbalance																																							
Throat conditions																																x				x			
Anemia							x																																
Allergies																													x										
Skin Problems						x																			x											x			
Orthopedic problems										x							x													x		x							
Chronic kidney condition	x																																						
Psychological problems noted											x												x		x								x						
Vision -not correctable 20/20		x		x	x				x								x						x			x	x							x				x
Hearing loss				x														x										x											
Dental problem		x			x		x		x				x					x	x							x				x		x				x	x	x
Nose deformity				x												x									x														
Speech problem				x									x					x	x													x							
Psychosomatic symptoms							x				x														x									x					
WORK LIMITATION RECOMMENDED	x																x					x			x													
TREATMENT RECOMMENDED	x	x		x	x	x	x		x								x	x	x			x			x	x		x		x		x				x	xx	

PHYSICAL DEVELOPMENT AND HEALTH PROBLEMS

STUDENTS

	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	Total
BIRTH																																								10
Premature																					x			x				x								x			7
Birth defect - diagnosed									x																														
EARLY CHILDHOOD																																							
Parents aware of retardation																			x		x															x			13
Feeding problems						x									x														x										9
Acute illnesses					x			x								x			x	x		x		x				x	x	x	x				x			30
Late speech development		x	x		x	x													x	x		x				x			x			x		x		x	x	28
SCHOOL OBSERVATIONS																																							
Over-weight																			x									x						x					8
Poor coordination												x				x			x			x				x	x		x					x		x			17
Immature development-physical																						x				x	x		x							x			14
Excess absences-due to illness				x																	x															x			8
Excess nervousness												x							x									x	x	x	x			x		x			19
RESULTS OF DVR MEDICAL EVALUATION																																							
Good Health-no problems			x		x		x	x			x		x	x	x			x			x				x								x	x	x		x	x	25
Convulsive disorder																																				x			2
Cerebral palsy-diagnosed																x						x																	3
Cerebral palsy-suspected																																							1
Respiratory conditions																																							1
Thyroid imbalance																			x					x									x						3
Throat conditions																					x																		4
Anemia				x																													x						2
Allergies		x																																					2
Skin Problems																					x																		5
Orthopedic problems					x											x						x						x		x									9
Chronic kidney condition																																							1
Psychological problems noted	x																												x	x									7
Vision problem-not correctable									x										x								x	x											14
Hearing loss (20/20																												x											4
Dental problem				x						x									x		x				x	x													19
Nose deformity																																							2
Speech problem												x							x					x							x								9
Psychosomatic symptoms	x																											x											6
WORK LIMITATION RECOMMENDED		x														x				x																x		8
TREATMENT RECOMMENDED	x			x						x									x	x		x				x	x		x	x		x	x			x		32

APPENDIX NUMBER 17

PROFILES OF JUNIOR HIGH SCHOOL STUDENTS - PHYSICAL DEVELOPMENT AND HEALTH PROBLEMS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Total
BIRTH																														
Premature																										x				1
Birth defect- diagnosed									x																					1
EARLY CHILDHOOD																														
Parents aware of retardation													x			x														2
Feeding Problems														x												x				2
Acute illnesses		x	x	x		x			x		x		x	x	x	x					x		x			x				13
Late speech development	x					x						x			x		x													5
SCHOOL OBSERVATIONS																														
Over-weight	x		x																						x	x				4
Poor coordination						x							x			x														3
Immature development						x			x																					2
Excess absences - Illness											x								x		x									3
Excess nervousness		x									x					x			x		x							x		6
****RESULTS OF RECENT EXAMINATIONS**																														
Good Health - no problems						x			x								x						x	x				x		6
Chronic ear conditions											x																			1
Convulsive disorder																x														1
Cerebral palsy - diagnosed																														-
Cerebral palsy - suspected																														-
Respiratory conditions																														-
Thyroid imbalance																						x								1
Throat conditions																														-
Anemia													x																	1
Acute infection																					x									1
Kidney condition																				x										1
Orthopedic problems	x								x	x						x											x			5
Stomach condition							x																							1
Psychological problems noted						x																					x			2
Vision problem-not correctable 20/20		x					x							x											x	x				5
Hearing loss			x											x																2
Dental Problem	x					x							x	x	x							x								6
Nose deformity																														-
Speech problem							x					x						x	x											4
Psychosomatic symptoms																													x	1
WORK LIMITATION	x																													1
TREATMENT RECOMMENDED	x					x	x		x				x	x	x			x	x	x	x	x			x		x			14

** Ten of the above reports were for the purpose of certification to the special classes.

APPENDIX NUMBER 18

PROFILES OF STUDENTS WHO WILL BE IN HIGH SCHOOL - SEPTEMBER, 1966 - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
1.			3-59 WISC V 60 P 60 Full 56	6-59 Enter M R Class			10-63 WBII V 45 P 48 Full 39	10-63 Binet CA 14-1 MA 6-2 IQ 49	5-64 WBII V 42 P 52 Full 41	
2.		1-58 Binet IQ 57	5-59 WISC V 61 P 51 Full 52	Enter M R Class					12-65 WB II V 47 P 47 Full 43	
3.	6-57 Binet CA 8-8 MA 5-5 IQ 63		5-59 WISC V 60 P 62 Full 57	5-59 Enter M R Class				8-64 WBII V 56 P 54 Full 50		
4.			6-59 Binet CA 12-6 MA 5-6 IQ 44				8-63 WAIS V 55 P 55 Full 52	9-63 Enter M R Class		
5.	5-57 Binet CA 8-4 MA 5-5 IQ 65			10-60 WISC V 66 P 79 Full 70	3-61 Entered M R Class			7-64 WBII V 57 P 64 Full 57		
6.							2-63 WISC V 71 P 71 Full 68		1-65 WBI V 65 P 58 Full 57	2-65 Enter M R Class
7.									5-65 WISC V 71 P 51 Full 58	9-65 Enter M R Class

PROFILES OF STUDENTS WHO WILL BE IN HIGH SCHOOL - SEPTEMBER, 1966 - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
8.							5-63 WISC V 65 P 67 Full 62	5-63 Enter M R Class	12-65 WB II V 67 P 57 Full 60	
9.								9-64 WB II V 61 P 65 Full 60	9-64 Enter M R Class	
10.								9-64 Enter M R Class	9-8-64 WB II V 72 P 59 Full 61	
11.						2-62 Binet CA 12-7 MA 7-0 IQ 56	2-62 Enter M R Class		12-65 WB II V 68 P 60 Full 62	
12.	1-57 Binet CA 7-1 MA 5-6 IQ 78		5-59 WISC V 60 P 71 Full 62	6-59 Enter M R Class					12-65 WBII V 71 P 61 Full 63	
13.						11-61 Binet CA 11-7 MA 7-0 IQ 60	9-62 WISC V 53 P 72 Full 59	10-62 Enter M R Class	12-65 WB II V 53 P 80 Full 64	
14.								1-64 WISC 65-75 IQ	2-65 WBII V 75 P 59 Full 65	3-65 Enter M R Class
15.		9-58 WISC V 61 P 74 Full 64	9-58 Enter M R Class						12-65 WBII V 60 P 75 Full 66	

PROFILES OF STUDENTS WHO WILL BE IN HIGH SCHOOL -SEPTEMBER, 1966 - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
16.	9-57 WISC V 67 P 80 Full 71			10-60 Binet IQ 64	10-60 WISC V 67 P 68 Full 64	4-61 Enter M R Class			6-65 WB II V 73 P 66 Full 66	
17.			5-59 WISC V 76 P 68 Full 70	9-59 Enter M R Class					5-3-65 WBII V 80 P 64 Full 67	
18.				5-11-60 WISC V 77 P 75 Full 74				1-65 WBII V 80 P 75 Full 74	1-65 Binet CA 16-4 MA 10-8 IQ 63	2-65 Enter M R Class
19.				5-60 WISC V 69 P 79 Full 71	5-60 Enter M R Class				12-65 WBII V 64 P 77 Full 69	
20.								10-14-64 WAIS V 80 P 70 Full 74	2-26-65 WB II V 72 P 75 Full 70	3-65 Enter M R Class
21.								9-64 WISC V 72 P 76 Full 72	11-65 WBII V 75 P 78 Full 73	1-66 Enter M R Class
22.	10-57 Binet CA 7-9 MA 5-8 IQ 77		6-61 WISC V 76 P 69 Full 70	9-61 Enter M R Class	9-63 WB V 68 P 72 Full 65				12-65 WBII V 84 P 63 Full 73	
23.								4-65 WBII V 77 P 75 Full 74	6-65 Enter M R Class	

PROFILES OF STUDENTS WHO WILL BE IN HIGH SCHOOL - SEPTEMBER 1966 - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
24.		11-58 Binet CA 8-3 MA 6-6 IQ 79	6-59 Enter M R Class							4-66 WBII V 72 P 83 Full 75
25.	6-57 WISC V 79 P 79 Full 77	11-57 Enter M R Class							3-65 WBII V 78 P 88 Full 76	
26.		6-58 Binet CA 9-5 MA 7-0 IQ 74		1-60 Enter M R Class					12-65 WBII V 73 P 80 Full 76	
27.						4-62 Binet CA 11-6 MA 8-0 IQ 70	5-62 Enter M R Class		12-65 WBII V 67 P 86 Full 76	
28.	2-57 Binet IQ 72	10-58 Binet CA 9-9 MA 8-0 IQ 80	2-60 WISC V 72 P 72 Full 74	5-60 Enter M R Class					6-65 WBII V 73 P 83 Full 76	
29.							2-63 WISC V 82 P 71 Full 75	1-65 WB I V 80 P 77 Full 76	2-65 Enter M R Class	
30.							4-64 WISC V 55 P 107 Full 77	9-64 Enter M R Class		
31.			11-60 WISC V 69 P 82 Full 72	12-60 Enter M R Class					12-65 WBII V 73 P 83 Full 78	

PROFILES OF STUDENTS WHO WILL BE IN HIGH SCHOOL - SEPTEMBER 1966 - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
32.					11-61 Binet CA 13-7 MA 7-4 IQ 55	9-62 WISC V 56 P 86 Full 67	10-62 Enter M R Class	8-12-64 WBII V 65 P 96 Full 78		
33.					2-61 WISC V 74 P 99 Full 84	4-61 Enter M R Class			11-65 WBII V 70 P 94 Full 80	
34.				5-60 WISC V 72 P 78 Full 72	5-60 Enter M R Class				12-65 WBII V 80 P 80 Full 80	
35.					10-61 WISC V 79 P 89 Full 82		9-63 WISC V 67 P 87 Full 75	10-63 Enter M R Class	12-65 WBII V 74 P 93 Full 83	
36.			9-59 Enter M R Class	9-59 WISC V 85 P 76 Full 78			12-63 WISC V 84 P 82 Full 81	4-64 WBII V 80 P 94 Full 86	12-65 WBII V 77 P 92 Full 85	
37.		10-58 Binet CA 9-9 MA 8-3 Full 84		5-60 WISC V 79 P 75 IQ 75	9-60 Enter M R Class			8-64 WBII V 98 P 92 Full 86		
38.				9-60 WISC V 67 P 83 Full 72	10-60 Enter M R Class			8-64 WB V 86 P 87 Full 86		
39.		2-58 WISC V 81 P 68 Full 72		9-60 Enter M R Class				12-64 WBII V 97 P 82 Full 89		

PROFILES OF STUDENTS WHO WILL BE IN HIGH SCHOOL - SEPTEMBER, 1966 - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
40.					1-61 WISC V 69 P 87 Full 75	4-61 Enter M R Class			12-65 WBII V 84 P 95 Full 89	
41.		3-58 Binet CA 7-6 MA 6-6 IQ 87			9-61 WISC V 65 P 86 Full 72	10-61 Enter M R Class			12-65 WBII V 86 P 92 Full 90	
42.	10-57 Binet CA 6-8 MA 4-10 I Q 73	11-57 WISC V 65 P 76 Full 67			9-61 WISC V 82 P 80 Full 80		9-63 WISC V 76 P 80 Full 76	11-63 Enter M R Class	12-65 WBII V 80 P 102 Full 90	
43.					3-61 WISC V 81 P 96 Full 86	3-61 Binet CA 12-0 Ma 9-1 IQ 75	3-61 Enter M R Class		10-65 WB V 100 P 98 Full 99	

APPENDIX NUMBER 19

PROFILES OF STUDENTS WHO GRADUATED FROM PROGRAM JUNE, 1964 - 1965 - 1966, INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
1.	10-57 Binet CA 7-9 MA 6-3 IQ 56		5-59 WISC V 61 P 61 Full 57	11-59 Enter M R Class				7-64 WB II V 52 P 56 Full 50		
2.			6-59 Binet CA 12-6 MA 5-6 IQ 44				8-63 9-63 WAIS Enter V 55 M R P 55 Class Full 52			
3.			6-12-59 WISC V 56 P 74 Full 61	9-59 Enter M R Class				6-64 WB II V 57 P 81 Full 64		
4.				10-60 Binet IQ 60	10-60 2-61 WISC Enter V 69 M R P 79 Class Full 71			7-64 WB II V 57 P 77 Full 64		
5.					11-61 11-61 WB II Enter V 64 M R P 62 Class Full 58			3-13-64 WB II V 72 P 71 Full 68		
6.		3-58 WI I V 51 P 66 Full 54	3-58 Binet CA 14-5 MA 7-0 IQ 50	9-58 Enter M R Class				5-64 WB II V 72 P 72 Full 69		
7.	5-57 Binet CA 10-5 MA 6-6 IQ 62	10-57 WISC V 71 P 83 Full 75		10-59 Enter M R Class				6-64 WB II V 72 P 81 Full 70		
8.	5-57 Binet CA 10-5 MA 6-10 IQ 66	2-58 Enter M R Class						7-2-64 WB II V 86 P 61 Full 72		

PROFILES OF STUDENTS WHO GRADUATED FROM PROGRAM JUNE, 1964 - 1965 - 1966, INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
9.			2-16-59 WISC V 69 P 62 Full 62	1-60 Enter M R Class					3-65 WBII V 81 P 80 Full 77	
10.	1957 Enter Portland M R Class	5-58 WISC V 74 P 87 Full 78	9-58 Enter M R Class Eugene					6-64 WBII V 70 P 91 Full 78		
11.				5-60 V 66 P 75 Full 67	6-60 Enter M R Class			4-64 WBII V 63 P 102 Full 79		
12.				5-60 WI I V 65 P 65 Full 63		2-62 WBII V 64 P 67 Full 62	2-62 Enter M R Class	8-64 WBII V 89 P 77 Full 81		
13.			5-59 WISC V 66 P 83 Full 72	9-59 Enter M R Class				9-64 WBII V 77 P 95 Full 84		
14.	5-57 Binet CA 11-1 MA 8-8 IQ 73	11-57 WISC V 80 P 76 Full 76	12-57 Enter M R Class					5-64 WBII V 81 P 92 Full 85		
15.		5-58 WISC V 66 P 83 Full 72	5-58 Binet CA 9-8 MA 7-4 IQ 76					6-64 WBII V 75 P 103 Full 86		
16.	5-57 WISC V 65 P 97 Full 78	11-57 Enter MR Class						4-64 WBII V 72 P 106 Full 87		

PROFILES OF STUDENTS WHO GRADUATED FROM PROGRAM JUNE, 1964 - 1963 - 1966, INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
17.			6-1-59 Binet CA 12-6 MA 9-8 IQ 77	10-59 Enter MR Class				7-64 WBII V 79 P 101 Full 88		
18.							12-6-63 WAIS V 81 P 74 Full 77	12-63 Enter MR Class	6-64 WBII V 85 P 95 Full 89	
19.	5-57 Binet CA 9-9 MA 7-0 IQ 72	1-58 Enter MR Class						6-64 WBII V 83 P 99 Full 90		
20.	3-57 WISC V 75 P 80 Full 75	3-58 Enter MR Class						8-64 WBII V 96 P 87 Full 92		
21.		5-58 WISC V 90 P 87 Full 88		10-60 WISC V 80 P 72 Full 74	1-61 Enter MR Class			3-64 WBII V 105 P 85 Full 95		
22.	9-57 Binet CA 9-9 MA 7-8 IQ 79	9-59 WISC V 79 P 85 Full 75	10-59 Enter MR Class					6-64 WBII V 85 P 109 Full 97		
23.			5-59 WISC V 77 P 87 Full 80		5-61 Binet CA 13-7 MA 9-4 IQ 70	5-61 Enter MR Class		6-64 WBII V 88 P 108 Full 101		

APPENDIX NUMBER 20

PROFILES OF STUDENTS - UNWILLING TO CONTINUE IN PROGRAM - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
1.		Enter M R Class						12-64 WB V 62 P 60 Full 57		
2.							1-63 Binet CA 15-6 MA 9-10 IQ 67		1-65 WB II V 63 P 61 Full 58	2-65 Enter M R Class
3.		5-24-59 WISC V. 76 P. 75 Full 73	11-59 Enter M R Class					8-17-64 WISC V 70 P 71 Full 67		
4.		4-59 Binet IQ 66	10-59 Enter M R Class					10-64 WB II V 71 P 70 Full 67		
5.							1-63 WB II V 76 P 104 Full 89		8-65 WB I V 59 P 87 Full 69	10-65 Enter M R Class
6.		10-31-58 WISC V 91 P 82 Full 85					7-16-63 Binet IQ 65	2-64 Enter M R Class	5-22-64 WB II V 86 P 63 Full 72	

PROFILES OF STUDENTS - UNWILLING TO CONTINUE IN PROGRAM - INDIVIDUAL PSYCHOLOGICAL ASSESSMENTS

	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
7.	10-11-57 Binet IQ 75	11-57 WISC V 72 P 90 Full 79						11-64 WAIS V 71 P 82 Full 75	11-64 Enter M R Class	
8.								8-64 WB II V 77 P 84 Full 77	9-64 Enter M R Class	
9.		1-58 WISC V 72 P 83 Full 75	5-58 Binet IQ 70	5-60 WISC V 67 P 75 Full 68	5-60 Enter M R Class			7-24-64 WB II V 76 P 86 Full 79		
10.			11-59 WISC V 62 P 64 Full 59	9-60 Enter M R Class				12-64 WB II V 84 P 80 Full 80		
11.	1-57 WISC V 72 P 80 Full 74	1-58 Enter M R Class						4-64 WB II V 73 P 93 Full 81		

APPENDIX NUMBER 21

FAMILY PROFILES - STUDENTS WHO WILL BE IN SENIOR HIGH SCHOOL IN SEPTEMBER, 1966

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Total	
Living Arrangements																																										
Own Parents	x	x				x		x	x	x	x	x	x		x	x	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	29	
Mother and step-father			x	x															x																			x				4	
Mother alone					x		x							x							x		x																x		6	
Father alone																		x																							1	
Relatives																																									-	
Foster home																																									40	
Emancipated minor																																										
Number of Siblings in Home																																										
None										x	x																	x											x		4	
1-2	x				x	x	x	x					x	x	x	x	x		x	x		x			x	x		x			x	x	x	x	x	x	x		x	24	
3-4			x	x								x		x							x			x			x													6	
5-6		x							x														x								x	x								5	
More than 6																		x																						1	40
Siblings in Special Class																																										
Yes		x	x	x		x			x			x						x					x								x	x		x						11	
No	x				x		x	x		x	x		x	x	x	x	x		x	x	x	x		x	x	x	x	x	x	x			x		x					29	40
Problem Areas																																										
Parent-child adjustments					x		x	x	x									x	x			x					x									x					9	
Student personal adjustment																																										
School				x	x	x	x	x											x					x					x				x	x	x			x			12	
Home					x			x	x									x	x					x					x					x							9	
Community					x				x														x						x												4	
Parent-school conflict		x						x																																	2	
Acute Medical problems								x	x												x																				3	
Family problems																																										
Financial					x			x	x				x					x			x						x														7	
Parent's adjustment					x			x											x																						3	49
None	x		x							x	x	x		x	x	x	x			x				x		x			x			x	x				x		x	x	18	..
Current Service-Agencies					x			x	x									x			x		x																	9	9
Major decision-maker re Child																																										
Father	x	x						x	x									x	x			x								x		x				x				10	
Mother			x	x	x	x	x			x		x	x	x			x				x		x				x	x	x		x		x	x				x			19	
Both											x				x	x				x				x	x	x									x		x	x		x		11	
Not apply																																										40

FAMILY PROFILES - STUDENTS WHO WILL BE IN SENIOR HIGH SCHOOL IN SEPTEMBER, 1966

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	Total	
Economic Status of Family																																										
Superior																													x									x		x	6	
High	x						x				x																										x				18	
Average		x	x	x				x		x					x	x	x		x	x	x			x	x	x		x		x							x				9	
Low						x						x	x	x								x					x					x	x			x					7	40
Welfare					x				x									x					x											x	x				x			
Occupation of Father																																								x	1	
Professional																																									3	
Sales	x							x			x				x							x							x				x								4	
Own Business																																									-	
Managerial		x	x							x						x								x		x		x		x						x					10	
Skilled				x		x						x	x				x		x	x					x		x	x				x	x			x			x		12	
Unskilled					x		x							x				x																	x	x					4	
Unemployed						x		x															x																		6	40
Not apply									x						x						x																		x			
Employed Mothers																																									9	
Yes							x					x			x						x								x							x		x	x		30	
No	x	x	x	x	x	x		x	x	x	x		x	x		x	x		x	x		x	x	x	x	x	x			x	x	x	x	x	x		x				1	40
Not apply																		x																								
Highest Educational Level of Parents in Home																																									-	
1 - 4						x												x				x	x					x			x			x					x	8	
5 - 8									x												x									x											4	
9 - 10			x							x		x		x					x							x															6	
10 - 12					x								x		x																											12	
Graduated High School																																									7	
College	x	x																																							3	
Unknown				x																																				-	40
Not apply																																									

Note: Family No. 3 also has graduate student.
Family No. 4 has two students in high school program.
Family No. 9 also has two graduates.
Family No. 18 has two students in high school program and a dropout.
Family No. 32 also has a graduate student.

APPENDIX NUMBER 22

FAMILY PROFILES - GRADUATES OF THE PROGRAM

	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	Total	
Living Arrangements																			
Own Parents	x	x	x	x	x	x	x	x		x					x	x		11	
Mother and Step-father													x					1	
Mother alone												x		x				2	
Father alone																		-	
Relatives																		-	
Foster home									x									1	
Emancipated minor											x						x	2	17
Number of Siblings in Home																			
None				x							x						x	3	
1-2	x	x	x		x		x	x	x	x			x	x	x			11	
3-4						x										x		2	
5-6																		-	
More than 6												x						1	17
Siblings in Special Class																			
Yes									x	x								2	
No	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	15	17
Problem Areas																			
Parent-child adjustments	x	x	x	x			x		x			x			x	x		9	
Student personal adjustment																			
School				x									x					2	
Home							x				x						x	3	
Community			x															1	
Parent-school conflict																		-	
Acute Medical problems	x																x	2	
Family problems																			
Financial											x							1	
Parent's adjustment																x		1	19
None				x				x		x			x					4	
Current Service-Agencies						x			x			x		x				4	
Major decision-maker re Child																			
Father		x		x														2	
Mother									x	x		x		x				4	
Both	x		x		x	x	x	x					x		x	x		9	
Not apply											x						x	2	17

	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	Total	
Economic Status of Family																			
Superior																		-	
High	x	x	x	x					x									5	
Average					x		x	x		x			x		x			6	
Low											x					x	x	3	
Welfare						x						x		x				3	17
Occupation of Father																			
Professional																		-	
Sales									x									1	
Own Business	x																	1	
Managerial							x											1	
Skilled		x	x	x	x										x			5	
Unskilled								x		x			x			x		4	
Unemployed						x												1	
Not apply											x	x		x			x	4	17
Employed Mothers																			
Yes	x		x					x		x					x	x		6	
No		x		x	x	x	x		x			x	x	x				9	
Not apply											x						x	2	17
Highest Educational Level of Parents in Home																			
1 - 4																		-	
5 - 8				x										x				2	
9 - 10					x	x										x		3	
10 - 12																		-	
Graduated- High School	x	x					x	x		x		x			x			7	
College			x															1	
Unknown									x					x				2	
Not apply											x						x	2	17

Note: Those families with graduates are reported in the high school group.
Families 49 and 50 have two graduates in the program.

APPENDIX NUMBER 23

FAMILY PROFILES - STUDENTS UNWILLING TO CONTINUE IN PROGRAM

	58	59	60	61	62	63	64	65	66	67	68	Total	
Living Arrangements													
Own Parents		x			x				x	x		4	
Mother and Step-father	x			x		x	x	x				5	
Mother alone												-	
Father alone												-	
Relatives			x									1	
Foster home												-	
Emancipated minor												-	10
Number of Siblings in Home													
None									x	x		2	
1-2	x		x	x	x			x				5	
3-4						x						1	
5-6		x					x					2	
More than 6												-	10
Siblings in Special Class													
Yes		x	x			x						3	
No	x			x	x		x	x	x	x		7	10
Problem Areas													
Parent-child adjustments		x	x	x	x	x		x	x	x		8	
Student personal adjustment													
School		x	x	x	x	x	x	x	x	x		9	
Home		x	x		x	x		x				5	
Community		x				x	x	x				4	
Parent-school conflict												-	
Acute Medical problems					x							1	
Family problems												-	
Financial					x	x						2	
Parent's adjustment						x						1	30
None	x											1	
Current Service-Agencies		x		x			x	x				4	4
Major decision-maker re Child													
Father					x							1	
Mother				x		x				x		3	
Both	x	x	x				x	x	x			6	
Not apply												-	10

	58	59	60	61	62	63	64	65	66	67	68	Total	
Economic Status of Family													
Superior												-	
High									x	x		2	
Average	x	x	x									3	
Low				x	x	x	x	x				5	
Welfare												-	10
Occupation of Father													
Sales												-	
Own Business	x								x			2	
Managerial												-	
Skilled						x	x			x		3	
Unskilled		x	x		x			x				4	
Unemployed				x								1	
Not apply												-	
Professional												-	10
Employed Mothers													
Yes	x		x	x					x	x		5	
Not		x			x	x	x	x				5	
Not apply												-	10
Highest Educational Level of Parents in Home													
1 - 4												-	
5 - 8		x				x						2	
9 - 10							x					1	
10 - 12				x	x							2	
Graduated- High School			x					x		x		3	
College									x			1	
Unknown	x											1	
Not apply												-	10

Note: Family No. 63 - two dropouts
One family with a dropout reported in high school group.

APPENDIX NUMBER 24

LAY ADVISORY COMMITTEE REPORT

The Lay Advisory Committee to the Special Education Grant Project was appointed by the School Board of Eugene School District No. 4, and its first meeting was held on February 27, 1964.

An attempt was made to have the Committee as diversified as possible and thus members came from all walks of life in the community. Included were at least one personnel manager, attorney, housewife, physician, social worker, employment office personnel, psychiatrist, clergyman, nurse, businessman, PTA representative, Union representative and parent of retarded child. The original Committee consisted of 13 persons, 6 of these did not serve for the full four year period of the grant, and were replaced.

The two most common denominators of the committee members were a sincere interest in retarded children and a desire to learn more about retarded children. The professional staff served as resource persons to the Committee, and were responsible for explaining the program and its operations in detail so that the Committee members would be informed about on-going practices, problems, and current operations. The Committee met monthly and at that time the professional staff would give a resume of staff activities, statistical information concerning the student group and case reports on individual students where the actual identity of the students remained confidential. The first two years no individual case reports on students were made and the third year when this was done there was a marked increase in interest and enthusiasm among the lay Committee as they were then better able to relate to the project and more particularly to the students themselves.

In view of the existence of an excellent professional staff from the beginning, the members of the Lay Advisory Committee found that it was not necessary for them to engage in any of the operations of the project. Thus, the Committee's primary function was to stimulate and develop rapport between the community and the project. As the project progressed, it was felt by Committee members generally that while less was accomplished in terms of community relations than was perhaps desirable, the existence of the Committee itself tended to form a communications device that did indeed translate the work of the Project to interested persons in the community. It was the unanimous feeling of the Committee that a low key, intelligent explanation of the work of the Project to interested groups in the community would accomplish far more than a "shot gun" approach directed at all levels of the community. Committee members influenced groups they were associated with in the community, spoke to various other community groups and contacted influential persons, such as legislators, when the need arose.

Members of the Advisory Committee have had direct and fruitful contact with employers. Employer Recognition Night sponsored by the staff and students gave Committee members an opportunity to meet with the employers as a group. This event enabled employers to relate to the entire project and clarified their relationship to it.

A reflection of the Committee members' interest in interpreting the project program was the Committee's survey of work experience from employers that was conducted at the end of the Grant period. A questionnaire was circulated among the participating employers to evaluate their understanding of the program, their experiences with it, and to permit them to make suggestions and comments which might make the program more effective and beneficial. The survey indicated that the employers were generally enthusiastic about the program, the staff, and the trainees, and were pleased to participate in the program. Most employers felt that it would have been helpful to have a brochure explaining the program with particular reference to their role and what expectations they should have towards the student employees.

It is the opinion of the Committee that the existence of the Lay Advisory Committee in projects of this kind can be of considerable value, assuming that the role of the Committee is properly identified and that the members understand their position as non-professionals who are working principally to translate the work of the project to the community as well as translate to the professional staff certain knowledges and attitudes which will assist them in their work.

It is evident that our spectrum of concern for the several categories of handicapped persons in our society is widening. Concerted effort by federal, state and local authorities as well as citizens is a healthy sign which is helping to erode the concept that handicapped people are the concern of charity. Further, it shows an awakening of the public need for retraining and rehabilitating handicapped people, rather than caring for them. Concern for the mentally retarded is not confined to the educational resources of the community but is beginning to be felt by the entire community.

Kendrick M. Mercer
Chairman, Lay Advisory Committee

December, 1966

FINANCIAL REPORT

The total Special Grant and Applicant Funds were expanded by the Eugene Public Schools and the Department of Health, Education and Welfare from January 1, 1964 through December 31, 1966.

Services	
Salaries	$202,222.84
Staff Transportation	5,241.34
Consumable Supplies	3,474.58
Curriculum and other School Services	7,156.41
Case Services	24,192.49
Equipment	3,382.91
Total Cost	$245,670.57

Special Grant Funds	40%
Matching Funds	60%